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ABSTRACT

The purpose of this study was to clarify the role of the local vocational director and area vocational center administrator in local education agencies. Through this role clarification, it is hoped that training programs can be more accurately geared to the development of competencies necessary to carry out the functions of the positions. The document includes an introduction to the study (objectives, definition of terms, review of related research), descriptions of procedures (population and sample selection, questionnaire development, collection of data), and the findings, which are presented in two sections: (1) Characteristics and Qualifications (level of education, teaching experience, work experience other than teaching, certification, training, and summary of qualifications and characteristics), and (2) Perceptions of Functions (perceptions of "ideal" functions of local directors, perceptions of "ideal" functions of area vocational center administrators, limitations of "actual" functions data, comparisons of "ideal" and "actual" functions, and recommendations). Appendixes (more than half of the document) contain data tables, samples of letters, and questionnaires. (HD)

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ROLE PERCEPTIONS OF THE POSITION OF LOCAL VOCATIONAL ADMINISTRATOR IN ALABAMA

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FOREWORD

The expanding scope and variety of vocational education services in the local education agencies have greatly amplified the responsibilities for administration of vocational education programs. Local school boards and superintendents encumbered with these growing responsibilities have recognized the need for local administrative positions with sole responsibility for vocational education programs. Positions of local vocational administrators have emerged at various organizational levels and with various assigned responsibilities. The lack of historical perspective concerning the role of local vocational administrators increases the need for empherical data for assigning roles and functions to individuals in positions of local vocational education administrators.

The study reported herein was conducted to ascertain the perceptions of selected educators as to the actual and ideal roles and functions of local vocational administrators with specific assigned areas of responsibility. Data were derived from vocational education administrators themselves and from other educators who are associated directly with the vocational education administrators. This report should make a significant contribution in the determination of the appropriate role and functions of administrators of local vocational education programs, especially for positions of local vocational directors and administrators of area vocational schools.

Appreciation for the implementation of the study and development of the report is extended to the following individuals: to Mr. Glen Spivey and Mr. Robert Boshell for the data collection, to Dr. John Roth for editing the report, and to Mr. Johnny Blackstone and Mr. James Cornell for assistance in organizing and analyzing the data. Appreciation is also expressed to the local education personnel, state vocational education staff, and vocational teacher educators who participated in this study.

Douglas Patterson, Director
Research Coordinating Unit

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CHAPTER I

INTRODUCTION TO THE STUDY

The positions of local vocational director and area vocational center administrator are relatively new. Funding for these positions was created in that section of the Vocational Education Act of 1963 providing for ancillary services. Clarification of the role and responsibility of local vocational administrators has been a growing concern of education. Perhaps this is due to the newness of the local vocational administrator positions. A contributing factor is probably the growing demand by the public for more efficient and effective vocational programs. Several attempts have been made in other states to clarify the role of local vocational administrator.

A. OBJECTIVES

The purpose of this study was to clarify the role of the local vocational director and area vocational center administrator in local education agencies. The role clarification was attempted by use of a survey mailed to educators occupying or having regular contact with one or both of the positions under study. Questionnaires related to the role of the local vocational directors were completed by the local directors themselves and by high school vocational teachers, principals, superintendents, state vocational education staff members, and vocational teacher educators. Questionnaires related to the role of the area vocational center administrators were completed by the area center administrators, area center teachers, state vocational education staff members, and vocational teacher educators. Through this role clarification, it is hoped that training programs can be more accurately geared to the development of competencies necessary to carry out the functions of the positions.

Specifically, the objectives of the study were to identify:

1. the most important functions constituting the local director's role and area vocational center administrator's role;
2. the perceptions of local directors, superintendents, principals, vocational teachers, teacher educators, and state staff regarding suggested functions of the local directors;
3. the perceptions of area vocational center administrators, area vocational center teachers, teacher educators, and state staff regarding suggested functions of area vocational center administrators;

4. the characteristics and/or qualifications needed by the local directors and area vocational center administrators prior to their acceptance of the position; and

5. the possible need for specialized training programs and/or certification for local directors.

B. DEFINITION OF TERMS

Terms used in this study are defined as follows:

Area vocational center (AVC), in Alabama, refers to specialized schools, or a department of a school, usually serving students from more than one high school. Vocational education programs at the secondary and adult levels are offered in the area vocational center.

Local vocational director or local director refers to the person in the local education agency who managed the total vocational program in the school system.

Area vocational center administrator (AVC administrator) refers to the person responsible for the management and operation of the area vocational center.

Dual role refers to the person in certain local education agencies who was responsible for management and operation of the area vocational center and also managed the total vocational program in the school system.

Local vocational administrator is a general term which refers to all persons serving as either local vocational directors, AVC administrators, or in a dual role.

Area vocational center teacher (AVC teacher) refers to vocational teachers who were located in and teaching full time at an area vocational center.

High school teacher refers to all other secondary school vocational teachers who were not teaching full time at an area vocational center, but were employed in a system that had either a local vocational director or a person serving in a dual role.

C. REVIEW OF RELATED RESEARCH

Loudermilk and Webb (1973) concluded from their study in Texas that:

1. the role of the vocational director was understood by both directors and principals;

2. little association existed between the perceived role of directors and the line and staff relationships utilized by local school districts for administrative purposes;

3. an association did exist between the perceived role of directors and type of school district. Directors in single-school districts seemed to be more concerned with day to day operations of the program; whereas directors in multi-school districts showed more concern for overall planning and program development; and

4. a lack of understanding existed between directors and principals as to the line and staff relationship of these two persons within the administrative structure of many local school districts.

Holt and Weigers (1973) indicated that there were sixty-four functions listed as essential to the overall role of the local director. An inconsistency in understanding the local director's actual role was apparent, as indicated by a large number of significant differences between reference group perceptions. The overall actual and ideal roles were not shown to be congruent. There was a high degree of group consensus regarding the most important functions that should constitute the role of the local director. Community interaction and research activities were the only categories for which functions were not perceived as most important.

A study of local vocational education directors in Utah conducted by John F. Stephens (1967) indicated that:

1. the vocational director's time was primarily concerned with administrative matters, although his responsibility for planning, training, and evaluating was recognized; and

2. the vocational directors did not want the state specialists (from various vocational areas) working directly with the individual teachers, but preferred that specialists work directly with directors and only with teachers when requested.

From other studies examined, there appeared to be a lack of agreement on specific roles the vocational director should play. As vocational education expands to meet broader needs of youth and adults, the positions of local director of vocational education and AVC administrator can be expected to become more prominent and important. It is imperative that the role functions of these positions be clarified to preclude possible conflicts at the local level or between local director and staff, and/or between local superintendent and state staff. The communication channels must be kept open if the needs of the students are to be served. One step in keeping these channels open is to define the role functions of the personnel involved.

Loudermilk and Webb's review of literature revealed two persistent problems. First, the role of the vocational director has not been adequately defined. Second, a possibility of role conflict exists between the vocational director and the high school principal. Loudermilk and Webb also quote Wiser (1965) as concluding, "A school system, and all segments of education, must have the finest kind of team work with each person playing his own position well and in full coordination with the total effort. We must know what the other members are doing if we are going to cross the goal lines of education."

CHAPTER II

PROCEDURES

A. POPULATION AND SAMPLE SELECTION

Nine respondent groups were identified for inclusion in the study. The population of each respondent group in Alabama and sample size are summarized as follows.

Group	Population in Alabama	Sample Size
Local Directors	11	11
Dual Role	41	41
AVC Administrators	14	14
Principals[1]	231	119
Superintendents[1]	52	52
Teacher Educators[2]	31	31
State Staff[3]	51	51
AVC Teachers	673	125
High School Teachers[1]	696	146
Total Sample		590

---

[1] Employed in local education agencies where there was either a local vocational director or a person serving in a dual role

[2] As listed as vocational teacher educators in the Alabama State Plan for Vocational Education, 1974-75

[3] District supervisors, state supervisors, branch directors, and other state staff in positions which required them to deal frequently with local directors, AVC administrators, and persons in a dual role

The above summary indicates that the total population was included in the study sample for the respondent groups of local directors, persons in dual role, AVC administrators, superintendents in systems which had either a local director or a person serving in a dual role, teacher educators as listed in the Alabama State Plan for Vocational Education for 1974-75, and state staff who had frequent contact with local vocational administrators. A random sample of approximately 50 percent was drawn from principals employed in systems that had a local director or a person serving in a dual role. A 20 percent random sample was drawn from each of the groups of AVC teachers and other high school vocational teachers.

B. QUESTIONNAIRE DEVELOPMENT

The questionnaires for the study were developed by the principal investigators after a review of the literature. Early drafts of the questionnaires were reviewed by selected individuals from each of the intended respondent groups. The final questionnaire for each respondent group consisted of two sections. See Appendices B through C for samples of all questionnaires.

The first section of each questionnaire obtained data about the perception of the characteristics and qualifications desirable for the position of local vocation administrator. The local vocational directors, dual role, superintendents, principals, high school teachers, teacher educators, and state staff responded as to the desired characteristics and qualifications for the position of local director. The AVC administrators, AVC teachers, teacher educators, and state staff responded as to the desired characteristics and qualifications for the position of AVC administrator. Responses in the first section were made by checking one answer from a list of possible answers following each question. Opportunity was also provided for additional written comments.

The second section of each questionnaire was designed to obtain data as to the importance of various functions usually performed by a local vocational director or by an AVC administrator. A total of 58 functions had been identified and were listed in the same manner on the questionnaires for each respondent group. The local directors, dual role, superintendent, principals, and high school teachers responded as to the importance of each function in the role of the local vocational director. The respondents in these groups were asked, first, to indicate how much importance a local director *should* place on each of the functions, and second, how much importance *does* the individual filling that position in their system place on the function. Response was made by checking one category in a range of choices labeled great importance, much importance, some importance, little importance, or no importance. The possible choices were the same under both the "should" and the "does" aspects of each function. The AVC administrators and AVC teachers responded in the same manner with the functions applied to the position of AVC administrator. The state staff and teacher educators were asked to indicate how much importance *should* the local director place on each function and how much importance *should* the AVC administrator place on the function.

C. COLLECTION OF DATA

Initial mailing of the questionnaires, cover letter, and stamped self-addressed envelopes was made April 9, 1975. The cover letter explained the purpose of the study and requested the cooperation of respondents. The response rate following the initial mailing was 70 percent.

Follow-up letters were mailed to the non-respondents on May 1, 1975. This follow-up resulted in 13 percent more questionnaires being returned, bringing the total response to 83 percent. The responses from the various groups are summarized as follows.

Group	No. Mailed	No. Received	Percent Return
Local Directors	11	11	100
Dual Role	41	41	100
AVC Administrators	14	11	79
Principals	119	76	64
Superintendents	52	45	87
Teacher Educators	31	31	100
State Staff	51	51	100
AVC Teachers	125	104	83
High School Teachers	146	120	82
TOTAL	590	490	83

CHAPTER III

FINDINGS--CHARACTERISTICS AND QUALIFICATIONS

A. LEVEL OF EDUCATION

Actual

Table 1 shows the level of education attained by those persons serving as local vocational administrators. A master's degree had been attained by 65 percent of the overall group, while 25 percent had attained an AA certificate. One AVC administrator and one local director held the education specialist degree. There were no significant differences between the three positions in educational background. Two local directors held doctorates. Both were located in Jefferson County, a metropolitan area with a population exceeding 600,000.

TABLE 1

Level of Education Attained by Persons Serving as AVC Administrators, Local Directors, and Dual Role

POSITION	N	LEVEL OF EDUCATION ATTAINED									
		Bachelor's		Master's		AA		Ed Spec		Doc.	
		No.	%	No.	%	No.	%	No.	%	No.	%
AVC Admin.	11	1	9	6	55	3	27	1	9	-	-
Dual Role	41	1	2	29	71	11	27	-	-	-	-
Local Director	11	-	-	6	55	2	18	1	9	2	18
TOTAL	63	2		41		16		2		2	
% of N	100		3		65		25		3		3

Perceived as desirable

Each group surveyed in this study was asked what should be the minimum level of education for the job of local director and/or AVC administrator.

A substantial majority of respondents indicated that local vocational administrators should have a master's degree. Seventy-five percent indicated that the local director should have a master's degree. Sixty-eight percent felt that the AVC administrator should have a master's degree.

B. TEACHING EXPERIENCE

Actual

Table 2 shows the number of years teaching experience possessed by those who were serving in vocational administrator positions.

TABLE 2

Years of Teaching Experience Possessed by
AVC Administrators, Local Directors, and Dual Role
Prior to Entry into Their Present Position

POSITION	N	YEARS OF TEACHING EXPERIENCE POSSESSED 1-5 No.	%	6-10 No.	%	11-15 No.	%	16-20 No.	%	21+ No.	%
AVC Admin.	11	2	18	2	18	1	9	2	18	4	36
Dual Role	41	4	10	8	20	11	27	7	17	11	27
Local Director	11	3	27	3	27	2	18	2	18	1	9
TOTAL	63	9		13		14		11		16	
% of N	100		14		21		22		18		25

It is interesting to note that there was an almost even distribution of individuals among experience groups.

Perceived as desirable

When asked to indicate the number of years of teaching experience desirable for local vocational administrators, 58 percent of the respondents indicated 6-10 years, 27 percent indicated 1-5 years, 13 percent chose 11-15 years. There was very little difference between responses pertaining to local directors and those pertaining to AVC administrators.

C. WORK EXPERIENCE OTHER THAN TEACHING

Actual

Table 3 reflects the years of work experience other than teaching as reported by local vocational administrators in the study.

TABLE 3

Years of Work Experience Other Than Teaching Possessed by AVC Administrators, Local Directors, and Dual Role Prior to Entry into Their Present Position

POSITION		YEARS OF WORK EXPERIENCE POSSESSED											
		None		1-2		3-5		6-8		8+		No Response	
	N	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
AVC Admin.	11	-	-	-	-	3	27	4	36	4	36	-	-
Dual Role	41	8	20	1	2	13	32	6	15	9	22	4	10
Local Director	11	-	-	2	18	3	27	2	18	3	27	1	9
TOTAL	63	8		3		19		12		16		5	
% of N	100		13		5		31		19		26		8

Eighty-six percent of those responding to the question indicated that they had some work experience. Approximately 81 percent of those completing the question reported more than two years work experience other than teaching.

Perceived as desirable

Sixty-seven percent of the total sample indicated that a local vocational administrator should have some work experience. There was a slight difference between results of the local director survey and the AVC administrator survey on this question; however, this was apparently due to the fact that different groups responded to the two surveys. The two groups which responded to both surveys, that is, state staff and teacher educators, indicated no difference in experience desired for either of the two positions.

A majority, 53 percent, of respondents indicated the local vocational administrator should have 3-5 years non-teaching experience. Second choice was 1-2 years, indicated by 31 percent. This question was answered only by those who felt some non-teaching experience was desirable. There was little difference between the local director survey and the AVC administrator survey on this question.

D. CERTIFICATION

Actual

Table 4 reflects the type of certification possessed by those persons serving as local vocational administrators. Many of the respondents held more than one type of certification.

TABLE 4

Type of Certification Possessed by
AVC Administrators, Local Directors, and Dual Role

POSITION	N	TYPE OF CERTIFICATION POSSESSED* 1 No.	%	2 No.	%	3 No.	%	4 No.	%	5 No.	%
AVC Admin.	11	5	46	6	55	3	27	3	27	-	-
Dual Role	41	1	2	27	66	8	20	7	17	14	34
Local Director	11	8	73	6	55	5	46	2	18	-	-
TOTAL	63	14		39		16		12		14	
% of N	100		22		62		25		19		22

* Certification coded as follows:

(1) General secondary certificate
(2) Secondary certificate with endorsement in one or more vocational areas
(3) Endorsement as principal or supervisor
(4) Endorsement as superintendent
(5) Endorsement in one or more vocational areas with administrative training related to job

NOTE: The sum of numbers in columns is greater than N and sum of percent in columns is greater than 100 due to the fact that many persons held certification in more than one of the areas listed.

Perceived as desirable

When asked to indicate the type of certificate which a local vocational administrator should possess, 54 percent indicated he should have a secondary certificate with vocational endorsement(s). Thirty-one percent indicated a desire for endorsement as principal or supervisor.

A separate question asked if it would be desirable for the state to establish special certification for the local vocational directors and the AVC administrator. At least 60 percent of each respondent group indicated a desire for a special certificate. Overall, 70 percent of all respondents favored special certification for local vocational administrators.

E. TRAINING

In response to a question relating to the desirability of special training, 85 percent of the respondents indicated training programs should be established specifically for local directors, while 80 percent favored establishing training programs for AVC administrators.

F. SUMMARY OF QUALIFICATIONS AND CHARACTERISTICS

The study found no substantial differences in the qualifications thought to be desirable for persons employed as local vocational directors or AVC administrators. The ideal applicant for both positions would possess a master's degree, at least six years vocational teaching experience, at least three years non-teaching experience, a secondary certificate endorsed in one or more vocational areas, and, preferably, be endorsed as a principal or supervisor.

The study also found a desire for special certification procedures and special training programs for both local vocational directors and AVC administrators.

CHAPTER IV

FINDINGS--PERCEPTIONS OF FUNCTIONS

A. ORGANIZATION OF DATA FOR PRESENTATION

The second portion of each questionnaire consisted of 58 suggested functions of local vocational administrators. All respondents were asked to rate the importance of each function by checking one choice in a range of five possible responses labeled as follows: great importance, much importance, some importance, little importance, and no importance. Respondents were asked to rate each function from two points of view: (a) as to its "ideal" importance for a local director or for an AVC administrator, and (b) as to its "actual" importance for the person serving in the school system as a local director or as an AVC administrator.

In tabulating the responses, values of one to five were assigned to the levels of importance, with the choice "great importance" receiving a value of five. The responses of all individuals in a particular respondent group were tabulated together and a mean score was determined for each function. It was found that the groups identifying the "ideal" functions of local vocational administrators rated 96 percent of the suggested functions as being of "great importance" or of "much importance" to the role of local directors. For AVC administrators, 98 percent of the functions were rated as being of "great" or "much" importance to that role.* In order to achieve a sense of the relative importance attached to each function, the mean scores from each respondent group were rank-ordered, which yielded a listing of the 58 functions in descending order of importance, as perceived by a particular respondent group. After the rank order of functions was determined for each of the respondent groups, the data were summarized for presentation in this report. The following discussions are addressed to the rank positions of the functions, rather than to the mean scores which were assigned to the functions by the respondents. Thus, while a function may be described as being of less importance because of a relatively low rank position, the absolute mean score may indicate that the function was viewed as of much or great importance.

Appendix G represents a summary of the "ideal" functions of local directors, as perceived by selected respondent groups. Subsequent appendices represent summaries of the "ideal" functions of AVC administrators and the "actual" functions for local directors and for AVC administrators.

The following explanation is provided to assist in the interpretation of the information in Appendices G through J . The numbers appearing in the body of the appendix are the rank positions of each function for each respondent group. For example, in Appendix G it can be seen that the function or item listed on the questionnaire as number four, "Explain goals and scope of vocational education to school administration and others," was perceived as eighth in importance by local directors, first in importance by dual role, second in importance by high school teachers, and so forth. The rank numbers from each of the respondent groups were averaged for each function and are listed under "average of ranks." For item 4, the average of the ranks of the seven respondent groups was 3.50. Finally, all "average of ranks" were rank-ordered to determine an overall rank of the 58 functions. The functions are listed in each of the Appendices G through J according to their position in the "overall rank" determination. Thus, when the perceptions of the seven groups responding to the "ideal" functions of local directors were combined, the function, "Explain goals and scope of vocational education to school administration and others," was seen as the most important, the function, "Work with appropriate state agency for approval and financial support of new vocational programs," was seen as the second most important, and so forth.

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*See Appendices D through F for the tabulation of mean scores.

The data presented in the following tables are taken from the material appearing in Appendices G through J . For clarity in discussion, the data pertaining to local directors will be presented first, followed by data pertaining to AVC administrators. For each group, the data will be presented in six tables, separating the items into categories of functions. The categories are (1) administration and supervision, (2) curriculum and instruction, (3) community relations and advisory committees, (4) student personnel services, (5) adult education, and (6) research and development. In all categories there were some functions which received nearly the same ranking from all respondent groups, indicating agreement as to the relative importance of the function. Other functions, however, registered a wide diversity in the rank positions, indicating that one or more of the respondent groups perceived the importance of the function differently than did the other respondents. In the following sections only those items will be discussed which registered a range of at least thirty points between the rankings of any two respondent groups.

B. PERCEPTIONS OF "IDEAL" FUNCTIONS OF LOCAL DIRECTORS

The following tables show rank order of "ideal" functions of the local director, as perceived by local directors, dual role persons, high school teachers, principals, superintendents, teacher educators, and state staff.

Administration and Supervision

There were 18 functions pertaining to administration and supervision. These functions, shown in Table 5, include such activities as planning for programs, buildings, and equipment, supervising buildings and equipment, staffing programs, and other closely related functions. Of the 18 functions listed in this area, 15 were within the top 19 rank-order functions of all respondent groups (see Appendix G), and three functions were ranked 48th, 49th, and 58th, with position 58 being the lowest possible ranking.

The greatest diversity between the respondent groups occurred on items 5, 11, 15, 58, and 57. Item 5, "Plan and prepare annual vocational budget," indicated the highest diversity between two respondent groups for this category. This disagreement was primarily between the superintendents, ranking the function 52nd in importance, and five other respondent groups, ranking responses between the range of 6th and 12th in importance for the function. The dual role administrators ranked it 21.5.

Item 11, "Maintain up-to-date inventory of all equipment to include recommendations for repair or replacement," indicated a wide variation of perception between teacher educators who ranked the function 46th in importance, and superintendents, dual role, and prindipals whose ranking responses fell between 5.5 and 8. It may be noted that the local directors perceived this function with much less importance than those vocational administrators located in an area center.

Item 15, "Recommend the discharging of vocational staff members when warranted," was perceived as having relatively little importance to the high school teachers who ranked this function 44th. The local directors and dual role both perceived this as a more important function, ranking it 4.5 and 5.5, respectively. The superintendents ranked this function 12.5, indicating that they agreed with the local directors regarding the importance of the function.

Item 58, "Belong to professional educational associations," was viewed by teacher educators and state staff as a most important function and was ranked 1st. Four other respondent groups ranked this function between 5th and 15th, with the superintendents ranking it 38th in importance.

Item 57, "Attend school board meetings," was consistently rank-ordered low, 47th to 57th in importance, by all respondent groups except teachers and state staff who ranked it 21st and 24th.

All other items in this category had a high level of consistency of perception between most all respondent groups with only a few exceptions. Item 56, "Participate in non-administrative duties, such as cafeteria duty, homeroom duty, hall duty, bus duty, chaperoning," had total consensus of agreement and was the only one to do this in the questionnaire. It was ranked 58th in importance among the 58 functions by all respondent groups.

TABLE 5

RANK ORDER OF 18 ADMINISTRATION AND SUPERVISION FUNCTIONS RELATED TO "IDEAL" ROLE OF LOCAL DIRECTOR, AS PERCEIVED BY SELECTED RESPONDENT GROUPS

		Respondent Groups								
Item No.	Function	Local Director n=11	Dual Role n=41	H.S. Teachers n=120	Principals n=76	Super-intendents n=45	Teacher Educators n=31	State Staff n=51	Average of Ranks*	Overall Rank**
4.	Explain goals and scope of vocational education to school administration and others	8	1	2	4	5.5	2	2	3.50	1
3.	Work with appropriate state agency for approval and financial support of new vocational programs	4.5	2	1	2	2	11	3	3.64	2
1.	Translate community and manpower needs into meaningful vocational programs	15	18	4	5	10	3	4.5	8.5	3
2.	Prepare a long-range plan for vocational education	21	17	3	3	8	7.5	4.5	9.14	4
8.	Identify long-range needs for facilities, equipment, and supplies for the vocational program	8	14.5	6	7	19	14.5	9	10.24	5
12.	Assist in the selection of vocational program staff	1.5	3	20	11	7	26	14	11.79	6
7.	Assist in the designing and equipping of new and expanded vocational facilities	3	10	19	18	4	20	10	12.0	7.5
58.	Belong to professional educational associations	15	10	5	14	38	1	1	12.0	7.5
14.	Interview personnel for vocational program staff	8	8	17	22	9	17	16.5	13.93	10
13.	Recruit personnel for vocational program staff	1.5	4	15	20	17	26	22	15.07	11
5.	Plan and prepare annual vocational budget	8	21.5	7	12	52	9.5	6	16.57	13
10.	Evaluate facilities and equipment annually	25.5	5.5	8	10	19	32	19	17.0	14
9.	Schedule vocational facilities for maximum utilization by teachers	21	14.5	13	9	19	29	28.5	19.14	17
11.	Maintain up-to-date inventory of all equipment to include recommendations for repair or replacement	25.5	7	16	8	5.5	46	32	20.0	18
15.	Recommend the discharging of vocational staff members when warranted	4.5	5.5	44	25	12.5	31	28.5	21.57	19
6.	Approve teacher's requisition for supplies and equipment	49	35	43	41	40	49	51	44.0	48
57.	Attend School Board meetings	51	56	21	57	57	47	24	44.71	49
56.	Participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, bus duty, chaperoning	58	58	58	58	58	58	58	58	58

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* Computed as the arithmetical mean of the rank positions listed for each function by the seven respondent groups.

** Determined by rank-ordering the values of the "average of ranks" for all 58 functions.

Curriculum and Instruction

There were 18 functions pertaining to curriculum and instruction and are listed in Table 6. Items listed in this section included such activities as in-service, scheduling, staff development, and instructional supervision. The ranking of functions in this category ranged from 9th for item 25, "Guide the development of vocational programs to implement goals and objectives based on local needs," to 57th for item 30, "Administer discipline to vocational students." Generally, all items in this section were rated in the upper-middle ranking by all respondent groups, with thirteen of the eighteen functions ranked between 9th and 36.5th in importance. Five items were ranked between 40th and 57th in importance.

The greatest diversity within respondent groups occurred on items 19, 21, 34, 29, and 28.

Item 29, "Initiate joint coordination of area center and feeder high school scheduling procedures," had the greatest amount of disagreement by respondent groups. The major source of disagreement was between local directors, who ranked this function 52nd, and the dual role administrators, who ranked it 12th, with principals, teachers, and superintendents tending to agree with the dual role by ranking it 13th, 22nd, and 16th, respectively. The teacher educators and state staff rated this function much lower.

Item 21, "Evaluate teachers' performance," indicated a high level of disagreement between the superintendents, who rated this function as of greatest importance, number 1, and the state staff, who ranked it 39.5th in importance. The dual role persons and the local directors ranked this function 10th and 15th in importance.

Item 28, "Coordinate transportation of students with principals in schools served by area centers," was ranked low in relative importance by teacher educators and local directors, 56th and 55th, and 21st by principals.

Item 34, "Encourage the development of student organizations so they will be available to all students," was ranked 11th by state staff and 43rd by principals. Most other respondent groups ranked it in the medium range of importance, 21st to 29th, with teacher educators ranking this function 38.5th in importance.

Item 19, "Counsel with vocational teachers concerning their achievements," was ranked between 12th and 15th by local directors, dual role persons, teachers, and superintendents, and 42nd by state staff.

The most consistent perception by respondent groups of this category was on item 30, dealing with discipline of students, which all groups ranked between 51.5th and 57th. The overall rank order of this function was 57th of the 58 functions.

TABLE 6

RANK ORDER OF 18 CURRICULUM AND INSTRUCTION FUNCTIONS RELATED TO "IDEAL" ROLE OF LOCAL DIRECTOR, AS PERCEIVED BY SELECTED RESPONDENT GROUPS

Item No.	Function	Respondent Groups							Average of Ranks*	Overall Rank**
		Local Director n=11	Dual Role n=41	H.S. Teachers n=120	Principals n=76	Super-intendents n=45	Teacher Educators n=31	State Staff n=51		
25.	Guide the development of vocational programs to implement goals and objectives based on local needs	25.5	16	14	1	3	4	26	12.79	5
16.	Plan and/or conduct in-service training programs for vocational staff	8	20	23.5	17	11	5	31	16.5	12
20.	Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancements in their skills	21	21.5	23.5	6	15	21.5	18	18.07	15
18.	Insuring vocational teachers attend professional conferences and workshops as needed	31.5	24	9	23	24	14.5	7	19.0	16
19.	Counsel with vocational teachers concerning their achievements	15	13	12	34	12.5	23	42	21.64	20
21.	Evaluate teachers' performance	15	10	32	29	1	30	39.5	22.36	21
26.	Define and articulate goals and objectives for programs within the school system	15	29	33	35	21	6	34	24.71	23
17.	Work closely with teacher education institutions and state staff in developing effective programs at pre-service and in-service levels	15	38	11	27	36	9.5	38	24.93	24
34.	Encourage the development of student organizations so they will be available to all students	21	26.5	29	43	26	38.5	11	27.86	26
29.	Initiate joint coordination of area center and feeder high school scheduling procedures	52	12	22	13	16	48	36	28.43	28
35.	Encourage full participation of vocational students in contests, and leadership activities for student organizations	21	30.5	27	16	43	41.5	35	30.57	30
22.	Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers	25.5	32.5	49	24	22	37	43	33.29	33
24.	Keep teachers informed of effective teaching methods and current literature in their area	41.5	40.5	28	19	23	45	52	35.57	36
23.	Observe vocational teachers in classroom	31.5	19	56	36	14	53	45	36.36	40
55.	Coordinate and involve work experiences into vocational programs when possible	49	43	31	28	34	36	47.5	38.36	42
28.	Coordinate transportation of students with principals in schools served by area centers	55	38	30	21	29.5	56	50	39.93	44
27.	Schedule vocational courses	44	28	54	54	51	51.5	55	48.21	54
30.	Administer discipline to vocational students	57	53	57	51.5	56	57	57	55.5	57

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* Computed as the arithmetical mean of the rank positions listed for each function by the seven respondent groups.

** Determined by rank-ordering the values of the "average of ranks" for all 58 functions.

Community Relations

In the area of community relations there were 10 functions listed. The items in this section covered the area of advisory committees, community interaction, and generally keeping the local public informed on vocational education. Table 7 shows that the overall ranking of items in this category was dispursed between the rank of 22, given to item 38, "interpret federal and state vocational legislation to educators and laymen," and the rank of 56, given to item 48, "Serve as ex-officio member of all occupational advisory committees."

The greatest diversity of responses of this category occurred on items 38, 47, 41, 37, 42, and 49. Of all six categories of functions, "community relations" had more items where there were diverse perceptions of importance between at least two respondent groups than any other category of functions.

Item 49, "Utilize advisory committees in evaluation programs," was the item of greatest diversity, with teacher educators ranking this function 12th and dual role persons ranking it 55th in importance. All five other respondent groups generally agreed with dual role persons that this was a function which could be ranked relatively low, with responses varying between 46th and 54th. The function had an overall rank of 50.

Item 47, "Establish and utilize an advisory committee for the total program," received a diverse response. Teacher educators and state staff ranked this function as 7.5th and 12th, respectively, indicating that they perceived it as being comparatively important, while the principals and dual role administrators perceived this function as 48th and 49th, indicating less relative importance. Generally, the three other respondent groups ranked this function between 32nd and 41.5th in importance. The overall rank of this function was 31.

Item 38, dealing with the interpretation of federal and state legislation, received diverse responses, with state staff ranking this function 8th in importance and dual role ranking it 42nd. The local directors, high school teachers, and teacher educators ranked this function between 10th and 16th, tending to agree with the state staff in perceiving this function as relatively high in importance. Principals and superintendents, however, ranked this function much lower, 32nd and 44th respectively. The overall rank of all perception groups was 22.

Item 41, "Address community groups," was ranked 15th by state staff and 48th by principals. The high school teachers and the dual role ranked this function 42nd and 44th in importance, agreeing with the principals. The other respondent groups ranked this function 28th, 31st, and 36th. The overall rank of all respondent groups was 35.

TABLE 7

RANK ORDER OF 10 COMMUNITY RELATIONS FUNCTIONS RELATED TO THE "IDEAL" ROLE OF LOCAL DIRECTOR, AS PERCEIVED BY SELECTED RESPONDENT GROUPS

Item No.	Function	Respondent Groups							Average of Ranks*	Overall Rank**
		Local Director n=11	Dual Role n=41	H.S. Teachers n=120	Principals n=76	Super-intendents n=45	Teacher Educators n=31	State Staff n=51		
38.	Interpret federal and state vocational legislation to educators and laymen	15	42	10	32	44	16	8	23.86	22
39.	Prepare news releases on activities of the vocational programs	41.5	26.5	26	38	27.5	18	20	28.21	27
47.	Establish and utilize an advisory committee for the total program	41.5	48	37	49	32	7.5	12	32.43	31
41.	Address community groups	36	44	42	48	31	28	15	34.86	35
37.	Develop techniques to involve community in the formation of plans and policies	36	45	40.5	39.5	50	19	33	35.57	36.5
42.	Serve on community committees	36	50	51	53	27.5	26	23	38.07	41
36.	Interview students, parents, and citizens about their concerns for the educational program	49	38	45	39.5	39	21.5	37	38.43	43
40.	Hold membership in civic organizations	39	51	46	56	49	35	28.5	43.5	47
49.	Utilize an advisory committee in evaluation of programs	53	55	47	50	54	12	46	45.29	50
48.	Serve as ex-officio member of all occupational advisory committees	54	52	48	55	47	50	28.5	49.21	56

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* Computed as the arithmetical mean of the rank positions listed for each function by the seven respondent groups.

** Determined by rank-ordering the values of the "average of ranks" for all 58 functions.

Item 37, "Develop techniques to involve community in the formation of plans and policies," was ranked 19th by the teacher educators and 50th by the superintendents. The five other respondent groups ranked this function between 33rd and 45th in importance. The overall rank of this function from all respondent groups was 36.5.

Item 42, "Serve on community committees," was ranked 23rd by state staff and 53rd by principals. The teacher educators and superintendents ranked this function 26th and 27.5th, generally supporting the ranking by the state staff. Dual role persons and high school teachers ranked it 50th and 51st, closely agreeing with the lower ranking given by the principals. The overall rank of this function by all respondent groups was 41.

There were three items in the community relations section with a high level of perceptive difference between local directors and dual role administrators. These were items 38, 39, and 42. The local directors perceived items 38 and 42 as being relatively more important than did those in dual role positions, while on item 39 the dual role administrators perceived this function as relatively more important than did local directors. Items 47, 41, 37, and 48 were ranked as being comparatively important by both local directors and dual role persons.

Student Personnel Services

The category of student personnel services contained four items which are summarized in Table 8. Within these four items there was a level of diversity between respondent groups on two items which should be recognized. They were items 32 and 33.

Item 32, "Arrange with the counselor for administration and interpretation of appropriate vocational tests," was perceived by the principals as 15th in importance and 51.5th by the teacher educators. There was a tendency from all other respondent groups to rank this function from 31.5th to 44th in level of importance. The overall rank of this function by all respondent groups was 39.

Item 33, "Maintaining complete student records and files on vocational courses," was ranked 26th in importance by the principals, and 32.5th by the dual role. The other five respondent groups ranked this function much lower, varying from 42nd to 56th. The overall rank of this function by all respondent groups was 51.

A general consistency across all respondent groups occurred on item 53, "Develop plans to provide summer and part-time job opportunities for students," where responses ranged from a low rank of 55th to a high rank of 40.5th, with an overall rank by all groups of 52nd in importance.

TABLE 8

RANK ORDER OF 4 STUDENT PERSONNEL SERVICE FUNCTIONS RELATED TO "IDEAL" ROLE OF LOCAL DIRECTOR, AS PERCEIVED BY SELECTED RESPONDENT GROUPS

Item No.	Function	Respondent Groups Local Direc. n=11	Dual Role n=41	H.S. Tchrs. n=120	Prin-cipals n=76	Supts. n=45	Tchr. Ed. n=31	State Staff n=51	Average of Ranks*	Over-all Rank**
32.	Arrange with the counselor for administration and interpretation of appropriate vocational tests	31.5	40.5	36	15	35	51.5	44	36.21	39
31.	Establish criteria for admission of students into vocational programs	36	30.5	38	37	46	54	54	42.21	46
33.	Maintain complete student records and files on vocational courses	56	32.5	50	26	42	55	56	45.36	51
53.	Develop plans to provide summer and part-time job opportunities for students	47	49	40.5	47	55	43	41	46.07	52

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* Computed as the arithmetical mean of the rank positions listed for each function by the seven respondent groups.

** Determined by rank-ordering the values of the "average of ranks" for all 58 functions.

Adult Education

In the area of adult education there were four items listed. This area covered responsibilities of adult programs such as developing programs, surveying needs, supervisory, and maintain follow-up records. The overall ranking varied between 25th and 38th. The data are summarized in Table 9.

The greatest diversity of responses occurred on items 50 and 51 in this category. Item 51, "Assume responsibility for vocational programs for out-of-school youth and adults," was perceived by the local directors as 11th in importance and 51.5th by the principals. The other respondent groups ranked this function between 25th and 39th, which did not seem to support either of the responses made by local directors and principals. The overall rank of this function by all respondent groups was 34.

Item 50, "Develop vocational programs for out-of-school youth and adults," was ranked 13th by state staff and teacher educators but only 45th by principals, who perceived this function as having less relative importance. The other four respondent groups ranked this item between 25th and 33rd. The overall rank of this function by all respondent groups was 25.

There was a relatively high level of consistency between local directors and dual role's on all items listed in this category except for item 51, which indicated that local directors perceived the responsibility for adult programs more directly than do those administrators in dual role.

Research and Development

Table 10 shows the responses to four items pertaining to research and development functions of local directors. These items covered such areas as preparing proposals, conducting local research to improve programs, and reviewing relevant research to faculty.

There was only one item, number 43, "Collect, organize, analyze, and interpret data concerning the performance of students and former students," in this group with high diversity in perceptions between two respondent groups. The superintendent ranked this function 25th, and high school teachers ranked it 55th in importance. The other five respondent groups ranked this function between 34th and 47.5th. The overall rank by all respondent groups was 45.

The highest degree of consistency in this category occurred on item 44, "Conduct research projects for improving programs," where responses varied between 33.5th and 57th with an overall rank of 53, and item 45, "Review and report relevant research reports to faculty," where responses varied between 41.5th and 54th with an overall rank of 55.

TABLE 9

RANK ORDER OF 4 ADULT EDUCATION FUNCTIONS RELATED TO "IDEAL" ROLE OF LOCAL DIRECTOR, AS PERCEIVED BY SELECTED RESPONDENT GROUPS

Item No.	Function	Respondent Groups Local Direc. n=11	Dual Role n=41	H.S. Tchrs. n=120	Principals n=76	Supts. n=45	Tchr. Ed. n=31	State Staff n=51	Average of Ranks*	Over-all Rank**
50.	Develop vocational programs for out-of-school youth and adults	28.5	25	25	45	33	13	13	26.07	25
52.	Conduct surveys of vocational opportunities for prospective graduates and early school leavers	31.5	47	34	31	29.5	33.5	21	32.5	32
51.	Assume responsibility for vocational programs for out-of-school youth and adults	11	36	39	51.5	37	38.5	25	34	34
54.	Maintain follow-up records on all vocational students (completors and early leavers)	36	23	35	30	48	40	39.5	35.93	38

* Computed as the arithmetical mean of the rank positions listed for each function by the seven respondent groups.

** Determined by rank-ordering the values of the "average of ranks" for all 58 functions.

TABLE 10

RANK ORDER OF 4 RESEARCH AND DEVELOPMENT FUNCTIONS RELATED TO "IDEAL" ROLE OF LOCAL DIRECTOR, AS PERCEIVED BY SELECTED RESPONDENT GROUPS

Item No.	Function	Respondent Groups Local Direc. n=11	Dual Role n=41	H.S. Tchrs. n=120	Principals n=76	Supts. n=45	Tchr. Ed. n=31	State Staff n=51	Average of Ranks*	Overall Rank**
46.	Prepare proposals for grants (federal and state)	28.5	46	18	33	41	24	16.5	29.57	29
43.	Collect, organize, analyze, and interpret data concerning the performance of students and former students	45.5	34	55	42	25	41.5	47.5	41.5	45
44.	Conduct research projects for improving programs	45.5	57	52	46	45	33.5	49	46.86	53
45.	Review and report relevant research reports to faculty	41.5	54	53	44	53	44	53	48.93	55

* Computed as the arithmetical mean of the rank positions listed for each function by the seven respondent groups.

** Determined by rank-ordering the values of the "average of ranks" for all 58 functions.

C. PERCEPTIONS OF "IDEAL" FUNCTIONS OF AVC ADMINISTRATORS

The following tables show rank order of "ideal" functions of the AVC administrator, as perceived by the AVC administrators, AVC teachers, teacher educators, and state staff. The AVC administrator is that individual who has responsibility primarily within the school system's area vocational center and all functions occurring within that area center.

Administration and Supervision

There were 18 functions pertaining to administration and supervision, as shown in Table 11. The functions include such activities as planning for programs, buildings and equipment, supervising buildings and equipment, staffing programs, and other functions related to the area centers. Of the 18 items, 13 fell within the top 20 functions in importance when the overall rank by all respondent groups was determined. Three of the five remaining functions, items 13, 2, and 6, had overall ranks of 21st, 25th, and 28.5th respectively, in importance. Only two items of this category were rated as comparatively low in importance. They were item 57, "Attend school board meetings," which was ranked overall 47.5th, and item 56, "Participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, bus duty, chaperoning," which ranked overall 58th out of 58 functions.

The greatest diversity between respondent groups occurred on items 3, 11, 10, 2, 57, 6, and 9. These seven items were all clustered within the highest ten rank ordered functions of this category. There was a high level of concensus between all respondent groups on the importance of the first ten overall rank ordered functions of this category. The items were ranked from 1st to 11.5th in importance.

Item 3, "Work with appropriate state agency for approval and financial support of new vocational programs," had the greatest diversity of any single item in this category. It was perceived by the teachers as the most important function and was ranked number 1; however, the state staff viewed this function as 50th in importance. The teacher educators perceived this function 7.5th in importance and were in comparative agreement with the teachers. The overall rank of this function was 19.5.

Item 11, "Maintain up-to-date inventory of all equipment to include recommendations for repair or replacement," was seen by AVC administrators as being ranked number 3.5 in importance. This function was also perceived as being relatively high in importance by teachers and state staff, both ranking it 5th; however, the teacher educators ranked this function 51.5th, or comparatively low in importance. The overall rank of this function was 15.

Item 2, "Prepare a long-range plan for vocational education," was perceived by the teacher educators and teachers as being ranked 5th

TABLE 11

RANK ORDER OF 18 ADMINISTRATION AND SUPERVISION FUNCTIONS RELATED TO "IDEAL" ROLE OF AREA CENTER ADMINISTRATOR, AS PERCEIVED BY SELECTED RESPONDENT GROUPS

Item No.	FUNCTION	RESPONDENT GROUPS AVC ADM. n=11	 AVC TEACHERS n=104	 TEACHER EDUCATORS n=31	 STATE STAFF n=51	AVERAGE OF RANKS*	OVERALL RANK**
12.	Assist in the selection of vocational program staff	2	7	4	7	5.00	1
4.	Explain goals and scope of vocational education to school administration and others	7.5	4	9	9.5	7.50	2
1.	Translate community and manpower needs into meaningful vocational programs	1	11	2	17	7.75	3
58.	Belong to professional education associations	12	6	1	13	8.00	4
5.	Plan and prepare annual vocational budget	17	2	7.5	17	10.88	5
14.	Interview personnel for vocational program staff	7.5	3	17.5	21	12.25	6
15.	Recommend the discharging of vocational staff members when warranted	3.5	23	13	12	12.88	7
7.	Assist in the designing and equipping of new and expanded vocational facilities	7.5	14.5	15	23.5	15.13	8
11.	Maintain up-to-date inventory of all equipment to include recommendations for repair or replacement	3.5	5	51.5	5	16.25	9
8.	Identify long-range needs for facilities, equipment, and supplies for the vocational program	17	14.5	15	26	18.13	11.5
9.	Schedule vocational facilities for maximum utilization by teachers	22.5	18	33	1	18.63	13
10.	Evaluate facilities and equipment annually	22.5	9	46	2	19.88	15
3.	Work with appropriate state agency for approval and financial support of new vocational programs	36.5	1	7.5	50	23.75	19.5
13.	Recruit personnel for vocational program staff	43	16	20	37	24.50	21
2.	Prepare a long-range plan for vocational education	48.5	10	5	48	27.88	25
6.	Approve teacher's requisition for supplies and equipment	32	20	54	27.5	28.88	28.5
57.	Attend School Board meetings	57	17	28.5	57	39.88	47.5
56.	Participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, bus duty, and chaperoning	58	58	58	58	58.00	58

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* Computed as the arithmetical mean of the rank positions listed for each function by the four respondent groups.

** Determined by rank-ordering the values of the "average of ranks" for all 58 functions.

and 10th respectively. However, the state staff and AVC administrators ranked this function 48th and 48.5th in importance. An assumption could be made that the "planning" function was perceived as primarily the responsibility of others in the school system and not necessarily that of the AVC administrator. The overall rank of this function was 25.

Item 57, "Attend school board meetings," was ranked 17th in importance by teachers but only 57th by AVC administrators and state staff, indicating that AVC administrators and state staff perceived this activity as relatively lower in importance. The overall rank of this function was 47.5.

Item 6, "Approve teacher's requisition for supplies and equipment," was ranked 20th by teachers and 54th by teacher educators. The state staff and AVC administrators ranked this function 27.5th and 32nd, respectively, falling between the responses of the other two groups. The overall rank of this function was 28.5.

Item 9, "Schedule vocational facilities for maximum utilization by teachers," was ranked as of greatest importance, 1st position, by the state staff. The other three respondent groups ranked this function between 18th and 33rd in importance. The overall rank of this function was 13.

Curriculum and Instruction

Table 12 summarizes the responses to 18 functions related to curriculum and instruction. The greatest diversity of perception between respondent groups occurred on items 20, 21, 35, 19, 30, 23, 27, and 22. The overall group ranking of these functions ranged from a high of 10 to a low ranking of 56.

Item 23, "Observe vocational teachers in classroom," had the greatest diversity of response of all items in the category. The AVC administrators saw this function as relatively high in importance and ranked it 7.5. The AVC teachers ranked this same function 57th out of 58 functions listed. The teacher educators ranked this function 53rd. The overall rank by all respondent groups for this function was 40.

Item 30, "Administer discipline to vocational students," was ranked 57th by teacher educators and 17th by state staff. The AVC administrators and AVC teachers ranked this function 32rd and 22nd in importance. The overall rank of all respondent groups for this function was 37.

Item 20, "Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancements in their skills," was ranked 6th and 7.5th by state staff and AVC administrators. The teacher educators, however, ranked this function 43rd in importance. The overall rank of all respondent groups for this function was 14.

TABLE 12

RANK ORDER OF 18 CURRICULUM AND INSTRUCTION FUNCTIONS RELATED TO "IDEAL" ROLE OF AREA CENTER ADMINISTRATOR, AS PERCEIVED BY SELECTED RESPONDENT GROUPS

Item No.	FUNCTIONS	RESPONDENT GROUPS AVC ADM. n=11	AVC TEACHERS n=104	TEACHER EDUCATORS n=31	STATE STAFF n=51	AVERAGE OF RANKS*	OVERALL RANK**
29.	Initiate joint coordination of area center and feeder high school scheduling procedures	26.5	8	26	9.5	17.50	10
20.	Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancements in their skills	7.5	21	43	6	19.38	14
34.	Encourage the development of student organizations so they will be available to all students	22.5	31	28.5	4	21.50	16
25.	Guide the development of vocational programs to implement goals and objectives based on local needs	22.5	28	12	30.5	23.25	18
21.	Evaluate teachers' performance	17	24	43	11	23.75	19.5
18.	Insuring vocational teachers attend professional conferences and workshops as needed	32	34	20	14	25.00	22
28.	Coordinate transportation of students with principals in schools served by area centers	36.5	19	22	23.5	25.25	23.5
35.	Encourage full participation of vocational students in contests, and leadership activities for student organizations	12	26	48	27.5	28.38	26.5
55.	Coordinate and involve work experiences into vocational programs when possible	17	25	33	41	29.00	30
16.	Plan and/or conduct in-service training programs for vocational staff	17	42	24.5	35	29.63	31
19.	Counsel with vocational teachers concerning their achievements	38	34	40	8	30.00	33
30.	Administer discipline to vocational students	32	22	57	17	32.00	37
23.	Observe vocational teachers in classroom	7.5	57	53	25	35.63	40
27.	Schedule vocational courses	53	41	33	17	36.00	41
26.	Define and articulate goals and objectives for programs within the school system	43	39	43	33	39.50	45
17.	Work closely with teacher education institutions and state staff in developing effective programs at preservice and in-service levels	52	34	23	52	40.25	49
22.	Evaluate courses of study, course outlines, and other instructional materials developed by vocational teachers	48.5	56	51.5	21	44.25	51
24.	Keep teachers informed of effective teaching methods and current literature in their area	43	52	56	47	49.50	56

* Computed as the arithmetical mean of the rank positions listed for each function by the four respondent groups.

** Determined by rank-ordering the values of the "average of ranks" for all 58 functions.

Item 35, "Encourage full participation of vocational students in contests, and leadership activities for student organizations," was ranked 12th by the AVC administrators and 48th by teacher educators. The other two respondent groups ranked this function 26th and 27.5th. The overall rank by all respondent groups for this function was 26.5.

Item 27, "Schedule vocational courses," was ranked 17th in importance by state staff and 53rd, or relatively low by AVC administrators. The overall rank from all respondent groups for this function was 41.

Item 22, "Evaluate courses of study, course outlines, and other instructional materials developed by vocational teachers," was ranked 21st by state staff and 48.5th to 56th by the other three respondent groups. The overall rank from all respondent groups for this function was 51.

Item 19, "Counsel with vocational teachers concerning their achievements," was ranked 8th by state staff and 34th to 40th by the other three respondent groups. The overall rank from all respondent groups for this function was 33.

Item 21, "Evaluate teachers' performance," was ranked 11th by state staff, 17th by AVC administrators, ranking which may be considered as indicating comparative importance. However, the teacher educators ranked this function 43rd. The overall rank from all respondent groups for this function is 19.5.

Community Relations

There were 10 community relations functions listed. The responses are summarized in Table 13. The overall ranking of items in this category ranged from 23.5 to 55 and were rather evenly distributed within this range.

The greatest diversity of responses in this category occurred on items 47, 42, 49, and 37.

Item 42, "Serve on community committees," had the greatest diversity between respondent groups of all items in this category. The teacher educators ranked this function 3rd and AVC teachers ranked it 53rd, with the AVC administrator supporting the teachers' position by ranking this function 45.5. The overall rank from all respondent groups for this function was 38.

Item 49, "Utilize an advisory committee in evaluation of programs," was ranked 10th by the teacher educators and 53rd by state staff. The other two respondent groups also ranked this function low with 40th and 49th rankings. The overall rank from all respondent groups for this function was 42.

TABLE 13

RANK ORDER OF 10 COMMUNITY RELATIONS FUNCTIONS RELATED TO "IDEAL" ROLE OF AREA CENTER ADMINISTRATOR, AS PERCEIVED BY SELECTED RESPONDENT GROUPS

		RESPONDENT GROUPS					
Item No.	FUNCTION	AVC ADM. n=11	AVC TEACHERS n=104	TEACHER EDUCATORS n=31	STATE STAFF n=51	AVERAGE OF RANKS*	OVERALL RANK**
47.	Establish and utilize an advisory committee for the total program	14	37	6	44	25.25	23.5
36.	Interview students, parents, and citizens about their concerns for the educational program	22.5	38	37.5	21	29.75	32
39.	Prepare news releases on activities of the vocational programs	22.5	27	40	32	30.38	35
41.	Address community groups	35	46	40	42	30.75	36
42.	Serve on community committees	45.5	53	3	29	32.63	38
49.	Utilize an advisory committee in evaluation of programs	40	49	10	53	38.00	42
37.	Develop techniques to involve community in the formation of plans and policies	48.5	44	15	45	38.13	43
38.	Interpret federal and state vocational legislation to educators and laymen	55	30	31	38	38.50	44
48.	Serve as ex-officio member of all occupational advisory committees	28.5	54	55	51	47.13	53
40.	Hold membership in civic organizations	48.5	55	47	46	49.13	55

* Computed as the arithmetical mean of the rank positions listed for each function by the four respondent groups.

** Determined by rank-ordering the values of the "average of ranks" for all 58 functions.

Item 47, "Establish and utilize an advisory committee for the total program," was ranked 6th by teacher educators and 44th by state staff. The AVC administrators ranked this function 14th in support of viewing this function as relatively more important. The overall rank from all respondent groups for this function was 23.5.

Item 37, "Develop techniques to involve community in the formation of plans and policies," was ranked 15th by teacher educators. The other three respondent groups ranked this from 44th to 48.5th in importance. The overall rank from all respondent groups for this function was 43.

Student Personnel Services

Table 14 summarizes the responses to four items related to student personnel services. Item 33, "Maintain complete student records and files on vocational courses," was seen as relatively more important by all respondent groups except teacher educators, who ranked this as 49th in importance. The other responses varied from rankings of 3 to 13. The overall rank from all respondent groups for this function was 11.5.

Adult Education

There were four items related to adult education functions of AVC administrators. The responses of all groups are summarized in Table 15.

Item 51, "Assume responsibility for vocational programs for out-of-school youth and adults," was ranked 17.5th by teacher educators, 56th by AVC administrators, 47th by AVC teachers, and 39th by state staff. The overall rank from all respondent groups for this function was 47.5. There was relatively close concensus from respondent groups on three of the four remaining functions in this category.

Research and Development

A summary of responses regarding the research and development functions of AVC administrators is presented in Table 16.

Item 45, "Review and report relevant research reports to faculty," was ranked 24.5th by teacher educators. The other respondent groups ranked this function much lower in relative importance. The responses ranged from 50th to 54.5th. The overall rank from all respondent groups for this function was 52.

TABLE 14

RANK ORDER OF 4 STUDENT PERSONNEL SERVICE FUNCTIONS RELATED TO "IDEAL" ROLE OF AREA CENTER ADMINISTRATOR, AS PERCEIVED BY SELECTED RESPONDENT GROUPS

Item No.	FUNCTION	RESPONDENT GROUPS AVC ADM. n=11	AVC TEACHERS n=104	TEACHER EDUCATORS n=31	STATE STAFF n=51	AVERAGE OF RANKS*	OVER-ALL RANK**
31.	Establish criteria for admission of students into vocational programs	12	12	37.5	30.5	23.00	17
32.	Arrange with the counselor for administration and interpretation of appropriate vocational tests	32	29	35.5	17	28.38	26.5
33.	Maintain complete student records and files on vocational courses	7.5	13	49	3	18.13	11.5
53.	Develop plans to provide summer and part-time job opportunities for students	45.5	45	50	49	47.38	54

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* Computed as the arithmetical mean of the rank positions listed for each function by the four respondent groups.

** Determined by rank-ordering the values of the "average of ranks" for all 58 functions.

TABLE 15

RANK ORDER OF 4 ADULT EDUCATION FUNCTIONS RELATED TO "IDEAL" ROLE OF AREA CENTER ADMINISTRATORS, AS PERCEIVED BY SELECTED RESPONDENT GROUPS

Item No.	FUNCTION	RESPONDENT GROUPS				AVERAGE OF RANKS*	OVER-ALL RANK**
		AVC ADM. n=11	AVC TEACHERS n=104	TEACHER EDUCATORS n=31	STATE STAFF n=51		
50.	Develop vocational programs for out-of-school youth and adults	28.5	40	11	36	28.88	28.5
54.	Maintain follow-up records on all vocational students (completors and early leavers)	26.5	32	28.5	34	30.25	34
52.	Conduct surveys of vocational opportunities for prospective graduates and early school leavers	32	43	20	40	33.75	39
51.	Assume responsibility for vocational programs for out-of-school youth and adults	56	47	17.5	39	39.88	47.5

* Computed as the arithmetical mean of the rank positions listed for each function by the four respondent groups.

** Determined by rank-ordering the values of the "average of ranks" for all 58 functions.

TABLE 16

RANK ORDER OF 4 RESEARCH AND DEVELOPMENT FUNCTIONS RELATED TO "IDEAL" ROLE OF AREA CENTER ADMINISTRATOR, AS PERCEIVED BY SELECTED RESPONDENT GROUPS

		RESPONDENT GROUPS					
Item No.	FUNCTION	AVC ADM. n=11	AVC TEACHERS n=104	TEACHER EDUCATORS n=31	STATE STAFF n=51	AVERAGE OF RANKS*	OVER-ALL RANK**
46.	Prepare proposals for grants (federal and state)	40	36	28.5	54.5	39.75	46
43.	Collect, organize, analyze, and interpret data concerning the performance of students and former students	40	48	35.5	43	41.63	50
45.	Review and report relevant research reports to faculty	51	50	24.5	54.5	45.00	52
44.	Conduct research projects for improving programs	54	51	45	56	51.50	57

* Computed as the arithmetical mean of the rank positions listed for each function by the four respondent groups.

** Determined by rank-ordering the values of the "average of ranks" for all 58 functions.

D. LIMITATIONS OF "ACTUAL" FUNCTION DATA

The responses indicating perceptions of the "actual" role of local vocational administrators were summarized, rank ordered, and presented in tabular format in the same manner as has been described in the previous sections dealing with "ideal" roles. Summaries of the "actual" role data for local directors and AVC administrators have been included as Appendices I and J , respectively, for review purposes.

The data regarding perceptions of "actual" role are subject to a number of limitations which must be given consideration when interpretations of these particular data are attempted.

(a) While perceptions of "ideal" roles may carry a degree of objectivity in that the responses may reflect a concept of the theoretical nature of the role, the perceptions of "actual" roles must be considered as highly subjective. Some respondents, particularly teachers in a large system, may have little contact with the local director and may be only vaguely familiar with his day-to-day duties. Furthermore, personality differences may unconsciously bias the perceptions of the performance of another individual's duties.

(b) Performance of daily duties and responsibilities by a local vocational administrator may be influenced by local policies and procedures, size of school system, historical precedent, and so forth. None of these variables were controlled in the study.

(c) Perceptions of the "actual" duties of full-time local directors (N=11) were not differentiated from the perceptions of "actual" duties of dual role administrators (N=41) other than the self-perceptions by the two groups. Other respondent groups were merely asked to indicate their perceptions of the role of "local directors." Any functions unique to the position of dual role administrator cannot be conclusively identified from data in this study.

(d) Responses regarding the perceptions of "ideal" functions were obtained from slightly different populations than were the responses regarding perceptions of "actual" functions. State staff and teacher educators were not asked to respond regarding the "actual" functions. Any variance attributable to these two groups will be present in the data for the "ideal" perceptions but will not be present in the data for the "actual" functions.

Two additional limitations should be considered because they may have affected the responses to both the "ideal" and "actual" perceived roles. The limitations are: (a) The items representing the 58 functions were not randomly ordered on the questionnaire, and (b) only one listing of functions was used on all questionnaires. Thus, any response patterns resulting from a particular listing of items would have prevailed throughout the study and may have introduced a bias or skewness into the findings.

E. COMPARISONS OF "IDEAL" AND ACTUAL" FUNCTIONS

Given the limitations described in the previous section, data are presented in Table 17 which represent a final summary of the perceptions of the role of local vocational administrators. The numbers in the table are the overall rank order positions for perceptions of the "ideal" and "actual" functions of local directors and the "ideal" and "actual" functions of AVC administrators.

When interpretating the data in Table 17, it should be kept in mind that the higher a number, the lower rank position it represents among the 58 functions. Or, the higher a number, the less importance the function was perceived as having, either as an "ideal" or an "actual" function. Thus, if the number of the "ideal" is considerably larger than the number for the "actual" on a particular function, it suggests that that function was perceived as receiving more attention from the administrators than it should. For example, for local directors, function number 6, "Approve teachers' requisitions for supplies and equipment," was perceived very low in importance, 48th position, as an "ideal" function, but was perceived as being of 20th in importance in the "actual" performance of local directors. This same relationship exists for AVC administrators for function number 6. Thus, it appears that local vocational administrators attach more importance to approving requisitions (or are required to spend more time on this function) than is warranted, according to the perceptions of respondents in this study.

On the other hand, if the number for the "actual" is considerably larger than the number for the "ideal" on a particular function, it suggests that the function should receive more attention from the local vocational administrator than it apparently does. For example, item 5, "Plan and prepare annual vocational budget," was perceived as of 13th in importance as an "ideal" function for local directors but only as 23rd in "actual" importance. For AVC administrators this function was perceived as of 5th in "ideal" importance but only as 30th in "actual" importance. Thus, the perceptions of the respondents appear to suggest that local vocational administrators should attach more importance to planning and preparing the annual vocational budget.

In Table 17 it can be seen that the rank order position for the "ideal" and the "actual" perceptions for any given function may vary considerably for the local director as well as for the AVC administrator. For the purpose of discussion in this report an arbitrary difference of 15 or more points between "ideal" and "actual" ranks was selected to identify functions which registered the greatest disparity between perceptions of what should be the role of a local vocational administrator and what his role actually appeared to be.

TABLE 17

COMPARISON OF OVERALL RANK POSITIONS FOR "IDEAL" AND "ACTUAL" FUNCTIONS OF LOCAL DIRECTORS AND AREA VOCATIONAL CENTER ADMINISTRATORS

ITEM NO.	FUNCTION	OVERALL RANK POSITIONS Local Directors Ideal n=375	Local Directors Actual n=293	AVC Administrators Ideal n=197	AVC Administrators Actual n=115
1.	Translate community and manpower needs into meaningful vocational programs	3	9	3	18
2.	Prepare a long-range plan for vocational education	4	6	25	38.5
3.	Work with appropriate state agency for approval and financial support of new vocational programs	2	3	19.5	14
4.	Explain goals and scope of vocational education to school administration and others	1	8	2	11
5.	Plan and prepare annual vocational budget	13	23	5	30
6.	Approve teachers' requisition for supplies and equipment	48	20	28.5	5
7.	Assist in the designing and equipping of new and expanded vocational facilities	7.5	7	8	19.5
8.	Identify long-range needs for facilities, equipment, and supplies for the vocational program	5	10	11.5	27
9.	Schedule vocational facilities for maximum utilization by teachers	17	19	13	24
10.	Evaluate facilities and equipment annually	14	12	15	16
11.	Maintain up-to-date inventory of all equipment to include recommendations for repair or replacement	18	11	9	2

TABLE 17 (continued)

ITEM NO.	FUNCTION	OVERALL RANK POSITIONS Local Directors Ideal n=375	Local Directors Actual n=293	AVC Administrators Ideal n=197	AVC Administrators Actual n=115
12.	Assist in the selection of vocational program staff	6	2	1	12
13.	Recruit personnel for vocational program staff	11	4	21	21
14.	Interview personnel for vocational program staff	10	5	6	7
15.	Recommend the discharging of vocational staff members when warranted	19	17	7	13
16.	Plan and/or conduct in-service training programs for vocational staff	12	21	31	19.5
17.	Work closely with teacher education institutions and state staff in developing effective programs at pre-service and in-service levels	24	31	49	49
18.	Insuring vocational teachers attend professional conferences and workshops as needed	16	14.5	22	3
19.	Counsel with vocational teachers concerning their achievements	20	26	33	29
20.	Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancements in their skills	15	34.5	14	38.5
21.	Evaluate teachers' performance	21	16	19.5	15
22.	Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers	33	40	51	40.5
23.	Observe vocational teachers in classroom	40	25	40	22.5

TABLE 17 (continued)

ITEM NO.	FUNCTION	OVERALL RANK POSITIONS Local Directors Ideal n=375	OVERALL RANK POSITIONS Local Directors Actual n=293	OVERALL RANK POSITIONS AVC Administrators Ideal n=197	OVERALL RANK POSITIONS AVC Administrators Actual n=115
24.	Keep teachers informed of effective teaching methods and current literature in their area	36.5	52	56	52
25.	Guide the development of vocational programs to implement goals and objectives based on local needs	9	24	18	28
26.	Define and articulate goals and objectives for programs within the school system	23	37	45	31
27.	Schedule vocational courses	54	41	41	33
28.	Coordinate transportation of students with principals in schools served by area centers	44	22	23.5	9
29.	Initiate joint coordination of area center and feeder high school scheduling procedures	28	18	10	25
30.	Administer discipline to vocational students	57	51	37	10
31.	Establish criteria for admission of students into vocational programs	46	49	17	48
32.	Arrange with the counselor for administration and interpretation of appropriate vocational tests	39	45	26.5	44
33.	Maintain complete student records and files on vocational courses	51	30	11.5	4
34.	Encourage the development of student organizations so they will be available to all students	26	14.5	16	8
35.	Encourage full participation of vocational students in contests, and leadership activities for student organizations	30	13	26.5	6

TABLE 17 (continued)

ITEM NO.	FUNCTION	OVERALL RANK POSITIONS Local Directors Ideal n=375	Local Directors Actual n=293	AVC Administrators Ideal n=197	AVC Administrators Actual n=115
36.	Interview students, parents, and citizens about their concerns for the educational program	43	46	32	43
37.	Develop techniques to involve community in the formation of plans and policies	36.5	47.5	43	46
38.	Interpret federal and state vocational legislation to educators and laymen	22	33	44	35
39.	Prepare news releases on activities of the vocational programs	27	32	35	17
40.	Hold membership in civic organizations	47	43	55	40.5
41.	Address community groups	35	34.5	36	46
42.	Serve on community committees	41	39	38	36
43.	Collect, organize, analyze, and interpret data concerning the performance of students and former students	45	28	50	42
44.	Conduct research projects for improving programs	53	55	57	56
45.	Review and report relevant research reports to faculty	55	57	52	54.5
46.	Prepare proposals for grants (federal and state)	29	44	46	54.5
47.	Establish and utilize an advisory committee for the total program	31	47.5	23.5	50
48.	Serve as ex-officio member of all occupational advisory committees	56	53	53	53

TABLE 17 (continued)

ITEM NO.	FUNCTION	OVERALL RANK POSITIONS			
		Local Directors		AVC Administrators	
		Ideal n=375	Actual n=293	Ideal n=197	Actual n=115
49.	Utilize an advisory committee in evaluation of programs	50	56	42	57
50.	Develop vocational programs for out-of-school youth and adults	25	27	28.5	32
[illegible].	Assume responsibility for vocational programs for out-of-school youth and adults	34	38	47.5	37
52.	Conduct surveys of vocational opportunities for prospective graduates and early school leavers	32	42	39	51
53.	Develop plans to provide summer and part-time job opportunities for students	52	54	54	46
54.	Maintain follow-up records on all vocational students (completors and early leavers)	38	29	34	26
55.	Coordinate and involve work experiences into vocational programs when possible	42	36	30	22.5
56.	Participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, bus duty, chaperoning	58	58	58	58
57.	Attend School Board meetings	49	50	47.5	34
58.	Belong to professional educational associations	7.5	1	4	1

The following are functions for local directors, as listed in Table 17, for which the "ideal" role received a lower ranking by a range of 15 or more points than did the "actual" role. This suggests that the performance of these functions was perceived as having a higher importance or received more attention than should be in an "ideal" role for local directors.

Item

6. Approve teachers' requisition for supplies and equipment.
23. Observe vocational teachers in classroom.
28. Coordinate transportation of students with principals in schools served by area centers.
33. Maintain complete student records and files on vocational courses.
35. Encourage full participation of vocational students in contests, and leadership activities for student organizations.
43. Collect, organize, analyze, and interpret data concerning the performance of students and former students.

The following are functions for local directors in which the "ideal" role received a higher ranking by a range of 15 or more points than did the "actual" role. This suggests that the performance of these functions by local directors may not receive enough attention or be given as much importance as the respondents perceived as desirable.

Item

20. Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancements in their skills.
24. Keep teachers informed of effective teaching methods and current literature in their area.
25. Guide the development of vocational programs to implement goals and objectives based on local needs.
46. Prepare proposals for grants (federal and state).
47. Establish and utilize an advisory committee for the total program.

The following are functions for AVC administrators, as listed in Table 17, for which the "ideal" role received a lower ranking by a range of 15 or more points than did the "actual" role. This suggests that the performance of these functions by AVC administrators was perceived as having a higher importance or received more attention than should be in an "ideal" role.

Item

6. Approve teachers' requisition for supplies and equipment.
18. Insuring vocational teachers attend professional conferences and workshops as needed.
23. Observe vocational teachers in classroom.

28. Coordinate transportation of students with principals in schools served by area centers.
30. Administer discipline to vocational students.
35. Encourage full participation of vocational students in contests, and leadership activities for student organizations.
39. Prepare news releases on activities of the vocational programs.
40. Hold membership in civic organizations.

The following are functions for AVC administrators in which the "ideal" role received a higher ranking by a range of 15 or more points than did the "actual" role. This suggests that the performance of these functions by AVC administrators may not receive enough attention or be given as much importance as the respondents perceived as desirable.

Item

1. Translate community and manpower needs into meaningful vocational programs.
5. Plan and prepare annual vocational budget.
8. Identify long-range needs for facilities, equipment, and supplies for the vocational program.
20. Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancements in their skills.
29. Initiate joint coordination of area center and feeder high school scheduling procedures.
31. Establish criteria for admission of students into vocational programs.
32. Arrange with the counselor for administration and interpretation of appropriate vocational tests.
47. Establish and utilize an advisory committee for the total program.

The data in Table 17 represent the combined perceptions of all individuals responding to the second portion of each questionnaire. The range of 15 or more points between the rank positions of the "ideal" and "actual" functions was chosen as a means for identifying those functions for which there appeared to be the greatest disparity in perceptions of what should be the role of a local vocational administrator and what may actually be the performance in the role. No statistical significance should be inferred from the selection of 15 as a starting point for discussion. An examination of Table 17 will reveal a number of functions for which the disparity between "ideal" and "actual" ranks was within the range of 10 to 15 points. The data also identify a large number of functions for which there was apparent congruence in the combined perceptions of "ideal" and "actual" functions of local vocational administrators.

F. RECOMMENDATIONS

The following general recommendations are offered on the basis of the findings reported in this study.

1. Copies of the study should be made available to local vocational education teachers and administrators, vocational teacher education faculties, and to state vocational education staff.

2. Opportunities should be provided during in-service meetings and other professional meetings for examining the "ideal" functions of local vocational administrators, particularly those functions which exhibited the greatest diversity in perceptions by respondent groups. Through such discussions, philosophical or conceptual differences regarding what should be the role of local vocational administrators could be examined.

3. The implications of the data presented in Table 17 should be examined by local vocational administrators. The data appear to suggest broad areas where relatively more emphasis is needed. Among others, these areas include: long range planning, utilizing advisory committees, meeting local needs, and assisting teachers in keeping abreast of new skills required by technological developments in their fields.

4. More extensive and well controlled studies of role perceptions should be conducted, including studies of positions within the State Department of Education and vocational teacher education institutions.

5. Other studies might be made to determine functions best suited for delegation and functions appropriate to the local vocational administrator himself.

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APPENDIX A

SAMPLE OF COVER LETTER SENT TO ALL RESPONDENT GROUPS

APPENDIX A

State of Alabama
Department of Education
DIVISION OF
VOCATIONAL EDUCATION and COMMUNITY COLLEGES
State Office Building
Montgomery, Alabama 36104

LeRoy Brown
State Superintendent

T. L. Faulkner
State Director

April 9, 1975

SAMPLE

MEMORANDUM

TO: Selected School Superintendents

Your help is requested in completing the enclosed questionnaire which is being sent to selected superintendents in Alabama. The purpose of this questionnaire is to assist the Division of Vocational Education and Community Colleges in more clearly identifying the role of the local director of vocational education. Through this role clarification it is believed that preservice and in-service programs can be provided which will be focused on the development of the competencies necessary to carry out these role functions.

This study is being sponsored by the Research Coordinating Unit of the Division of Vocational Education and Community Colleges. The results should be beneficial to local administrators, the State Department of Education, and teacher education institutions.

In providing the information, please be frank. Your responses will be grouped with others without singular identity. All responses will be kept confidential.

Your cooperation in furnishing us the requested information is appreciated. A self-addressed return envelope is enclosed for your convenience. Please complete the information form and return it by April 30, 1975.

Thank you for your time and interest.

Sincerely yours,

T. L. Faulkner, State Director
Vocational Education and Community Colleges

TLF/nr

Enclosure

Similar letters sent to:

Selected Principals
Local Directors of Vocational Education
Area Vocational Center Administrators
Selected Local Vocational Teachers
Selected Area Vocational Center Teachers
Selected Teacher Educators and State Staff

APPENDIX B

Samples of First Part of Questionnaire Dealing with Characteristics and Qualifications of Local Vocational Administrators

B-1 Form RCU-4-1-75 (Sent to local directors and dual role administrators)
B-2 Form RCU-4-2-75 (Sent to AVC administrators)
B-3 Form RCU-4-3-75 (Sent to teacher educators and state staff)
B-4 Form RCU-4-4-75 (Sent to superintendents, principals, and high school teachers)
B-5 Form RCU-4-5-75 (Sent to AVC teachers)

RCU-4-1-75

APPENDIX B-1

THE ROLE OF THE LOCAL DIRECTOR OF VOCATIONAL EDUCATION IN ALABAMA
(Characteristics and/or Qualifications)

The information you supply for this instrument is completely confidential. Your response will be grouped with others without singular identity. All results will be summarized by groups. Please respond to each item in the instrument by checking one response for each of the groups below.

A. Your present title is: ____
____

B. Indicate your title preference by checking one of the following:

1. __________ Assistant Superintendent for Vocational Programs
2. __________ Assistant Administrator for Vocational Programs
3. __________ Vocational Administrator
4. __________ Vocational Director
5. __________ Vocational Supervisor
6. __________ Principal of Vocational Programs
7. __________ Other (Specify) ______________________________
____

C. Your immediate supervisor is:

1. __________ Superintendent
2. __________ Assistant Superintendent
3. __________ High School Principal
4. __________ Other (Specify) ______________________________
____

D. How many vocational units are there in your school system?

1. __________ 0-20
2. __________ 21-30
3. __________ 31-69
4. __________ 70 and above

E. Check the appropriate response which best describes your school system.

1. __________ County School System
2. __________ City School System

F. In systems where there are both an area center administrator and local director, which of the following should describe the staff relationship in the system?

1. __________ Area Center Administrator is directly responsible to Local Director.
2. __________ Area Center Administrator assumes same position as building principals.
3. __________ Area Center Administrator is directly responsible to the Superintendent.
4. __________ Other (Specify) ______________________________
____

G. What is your present educational level?

1. __________ Bachelor's degree
2. __________ Master's degree
3. __________ AA
4. __________ Educational Specialist
5. __________ Doctorate

H. What should be the minimum educational level for your job?

1. __________ Bachelor's degree
2. __________ Master's degree
3. __________ AA
4. __________ Educational Specialist
5. __________ Doctorate

I. How many years teaching experience did you have prior to your present position?

1. __________ 1-5 years
2. __________ 6-10 years
3. __________ 11-15 years
4. __________ 16-20 years
5. __________ 21 + years

J. In what program were you a vocational teacher?

1. __________ Agribusiness
2. __________ Distributive
3. __________ Health Occupations
4. __________ Home Economics
5. __________ Trade and Industrial
6. __________ Business and Office
7. __________ Other (Specify) ______________________________

____

K. How many years teaching experience would be desirable prior to acceptance of the local director's job?

1. __________ 1-5 years
2. __________ 6-10 years
3. __________ 11-15 years
4. __________ 16-20 years
5. __________ 20 + years

L. Where is your office located?

1. __________ In building with the high school principal
2. __________ In area vocational center
3. __________ In central administrative offices
4. __________ Other (Specify) ______________________________

____

APPENDIX B-1 (continued)

M. Should the local director have work experience, other than teaching experience, to qualify him for his job? 1. ______ Yes 2. ______ No

If yes, how many years as a minimum?

1. ______ 1-2 years
2. ______ 3-5 years
3. ______ 6-8 years
4. ______ Over 8 years

N. How many years of work experience did you have prior to your position as a local director?

1. ______ None
2. ______ 1-2 years
3. ______ 3-5 years
4. ______ 6-8 years
5. ______ Over 8 years

O. What kind of certification should a local director have?

1. ______ General secondary certificate
2. ______ Secondary certificate with endorsement in one or more vocational areas
3. ______ Endorsement as principal or supervisor
4. ______ Endorsement as superintendent
5. ______ Endorsement in one or more vocational areas with administrative training related to job
6. ______ Other (Specify) ______

Should the area vocational center administrator have the same certification?

______

If not, what should the certification be? ______

P. What kind of certification do you have now?

1. ______ General secondary certificate
2. ______ Secondary certificate with endorsement in one or more vocational areas
3. ______ Endorsement as principal or supervisor
4. ______ Endorsement as superintendent
5. ______ Endorsement in one or more vocational areas with administrative training related to job
6. ______ Other (Specify) ______

Q. Would it be desirable for the state to establish special certification for the local director? 1. ______ Yes 2. ______ No

R. Area vocational center administrators? 1. ______ Yes 2. ______ No

S. Would it be desirable for training programs to be established specifically for local directors? 1. ______ Yes 2. ______ No

T. Area vocational center administrators? 1. ______ Yes 2. ______ No

Please feel free to add any comments concerning the previous items.

RCU-4-2-75

APPENDIX B-2

THE ROLE OF THE AREA VOCATIONAL CENTER ADMINISTRATOR IN ALABAMA
(Characteristics and/or Qualifications)

The information you supply for this instrument is completely confidential. Your response will be grouped with others without singular identity. All results will be summarized by groups. Please respond to each item in the instrument by checking one response for each of the groups below.

A. Your present title is: ______________________________

B. Indicate your title preference by checking one of the following:

1. ________ Assistant Superintendent for Vocational Programs
2. ________ Assistant Administrator for Vocational Programs
3. ________ Vocational Administrator
4. ________ Vocational Director
5. ________ Vocational Supervisor
6. ________ Principal of Vocational Programs
7. ________ Other (Specify) ______________________________

C. Your immediate supervisor is:

1. ________ Superintendent
2. ________ Assistant Superintendent
3. ________ High School Principal
4. ________ Local Vocational Director
5. ________ Other (Specify) ______________________________

D. How many vocational units are there in your school system?

1. ________ 0-20
2. ________ 21-30
3. ________ 31-69
4. ________ 70 and above

E. Check the appropriate response which best describes your school system.

1. ________ County School System
2. ________ City School System

F. In systems where there are both an area center administrator and local director, which of the following should describe the staff relationship in the system.

1. ________ Area Center Administrator is directly responsible to Local Director.
2. ________ Area Center Administrator assumes same position as building principals.
3. ________ Area Center Administrator is directly responsible to the Superintendent.
4. ________ Other (Specify) ______________________________

G. What is your present educational level?

1. __________ Bachelor's degree
2. __________ Master's degree
3. __________ AA
4. __________ Educational Specialist
5. __________ Doctorate

H. What should be the minimum educational level for your job?

1. __________ Bachelor's degree
2. __________ Master's degree
3. __________ AA
4. __________ Educational Specialist
5. __________ Doctorate

I. How many years teaching experience did you have prior to your present position?

1. __________ 1-5 years
2. __________ 6-10 years
3. __________ 11-15 years
4. __________ 16-20 years
5. __________ 21 + years

J. In what program were you a vocational teacher?

1. __________ Agribusiness
2. __________ Distributive
3. __________ Health Occupations
4. __________ Home Economics
5. __________ Trade & Industrial
6. __________ Business & Office
7. __________ Other (Specify) ____

____

K. How many years teaching experience would be desirable prior to acceptance of the area vocational center administrator's job?

1. __________ 1-5 years
2. __________ 6-10 years
3. __________ 11-15 years
4. __________ 16-20 years
5. __________ 21 + years

L. Where is your office located?

1. __________ In building with the high school principal
2. __________ In area vocational center
3. __________ In central administrative offices
4. __________ Other (Specify) ____

____

M. Should the area vocational center administrator have work experience, other than teaching experience, to qualify him for his job? 1. _____Yes 2._____ No

N. If yes, how many years as a minimum?

1. __________ 1-2 years
2. __________ 3-5 years
3. __________ 6-8 years
4. __________ Over 8 years

APPENDIX B-2 (continued)

O. How many years of work experience did you have prior to your position as an area vocational center administrator?

1. ________ None
2. ________ 1-2 years
3. ________ 3-5 years
4. ________ 6-8 years
5. ________ Over 8 years

P. What kind of certification should an area vocational center administrator have?

1. ________ General secondary certificate
2. ________ Secondary certificate with endorsement in one or more vocational areas
3. ________ Endorsement as principal or supervisor
4. ________ Endorsement as superintendent
5. ________ Endorsement in one or more vocational areas with administrative training related to job
6. ________ Other (Specify) ____

Q. What kind of certification do you now have?

1. ________ General secondary certificate
2. ________ Secondary certificate with endorsement in one or more vocational areas
3. ________ Endorsement as principal or supervisor
4. ________ Endorsement as superintendent
5. ________ Endorsement in one or more vocational areas with administrative training related to job
6. ________ Other (Specify) ____

R. Would it be desirable for the state to establish special certification for the area vocational administrator? 1. _____Yes 2. _____No

S. Would it be desirable for training programs to be established specifically for area vocational center administrators? 1. _____Yes 2. _____No

Please feel free to add any comments concerning the previous items.

RCU-4-3-75

APPENDIX B-3

THE ROLE OF THE LOCAL DIRECTOR/AREA VOCATIONAL CENTER ADMINISTRATOR OF VOCATIONAL EDUCATION IN ALABAMA

The information you supply for this instrument is completely confidential. Your response will be grouped with others without singular identity. All results will be summarized by groups. Please respond to each item in the instrument by checking one response for each of the groups below.

A. What is your present position?

1. __________ State Staff
2. __________ Teacher Educator

B. What should be the minimum educational level for:

Local Vocational Director?

1. __________ Bachelor's degree
2. __________ Master's degree
3. __________ AA
4. __________ Educational Specialist
5. __________ Doctorate

Area Vocational Center Administrator?

1. __________ Bachelor's degree
2. __________ Master's degree
3. __________ AA
4. __________ Educational Specialist
5. __________ Doctorate

C. How many years teaching experience would be desirable prior to acceptance of:

The local director's job?

1. __________ 1-5 years
2. __________ 6-10 years
3. __________ 11-15 years
4. __________ 16-20 years
5. __________ 21 + years

The area vocational center administrator's job?

1. __________ 1-5 years
2. __________ 6-10 years
3. __________ 11-15 years
4. __________ 16-20 years
5. __________ 21 + years

D. Should there be work experience, other than teaching experience, to qualify:

The local vocational director for his job?

1. __________ Yes
2. __________ No

If yes, how many years as a minimum?

1. __________ 1-2 years
2. __________ 3-5 years
3. __________ 6-8 years
4. __________ Over 8 years

The area vocational center administrator for his job?

1. __________ Yes
2. __________ No

1. __________ 1-2 years
2. __________ 3-5 years
3. __________ 6-8 years
4. __________ Over 8 years

APPENDIX B-3 (continued)

E. What kind of certification should the local director have?

1. __________ General secondary certificate
2. __________ Secondary certificate with endorsement in one or more vocational areas
3. __________ Supervisor's Certificate
4. __________ Superintendent-Principal Certificates
5. __________ Other (please specify) ______________________________
____

Should the area vocational center administrator have the same certification? __________ If not, what should the certification be? ____________________
____

F. Would it be desirable for the state to establish special certification for:

The local director?	The area vocational center administrator?
1. __________ Yes	1. __________ Yes
2. __________ No	2. __________ No

G. Would it be desirable for training programs to be established specifically for:

Local Directors?	Area Vocational Center Administrators?
1. __________ Yes	1. __________ Yes
2. __________ No	2. __________ No

Please feel free to add any comments concerning the previous items.

APPENDIX B-4

THE ROLE OF THE LOCAL DIRECTOR OF VOCATIONAL EDUCATION IN ALABAMA

The information you supply for this instrument is completely confidential. Your response will be grouped with others without singular identity. All results will be summarized by groups. Please respond to each item in the instrument by checking one response for each of the groups below.

A. What is your present position?

1. __________ Superintendent
2. __________ Principal
3. __________ Local Vocational Teacher

B. How many vocational units are there in your school system?

1. __________ 0-20
2. __________ 21-30
3. __________ 31-69
4. __________ 70 and above

C. Check the appropriate response which best describes your school system.

1. __________ County school system
2. __________ City school system

D. If you are a vocational teacher, indicate below the program area in which you are presently teaching.

1. __________ Agribusiness
2. __________ Distributive
3. __________ Health Occupations
4. __________ Home Economics
5. __________ Trade and Industrial
6. __________ Business and Office
7. __________ Other (Specify) ______________________________
____

E. What should be the minimum educational level for the local vocational director?

1. __________ Bachelor's degree
2. __________ Master's degree
3. __________ AA
4. __________ Educational
5. __________ Doctorate

F. How many years teaching experience would be desirable prior to acceptance of the local vocational director's job?

1. __________ 1-5 years
2. __________ 6-10 years
3. __________ 11-15 years
4. __________ 16-20 years
5. __________ 21 + years

G. Should there be work experience, other than teaching experience, to qualify for the local vocational director's job?

1. __________ Yes
2. __________ No

H. If yes, how many years as a minimum?

1. __________ 1-2 years
2. __________ 3-5 years
3. __________ 6-8 years
4. __________ Over 8 years

I. What kind of certification should the local director have?

1. __________ General secondary certificate
2. __________ Secondary certificate with endorsement in one or more vocational areas
3. __________ Supervisor's certificate
4. __________ Superintendent-Principal certificates
5. __________ Other (please specify) ______________________________

J. Would it be desirable for the state to establish special certification for the local vocational directors?

1. __________ Yes
2. __________ No

K. Would it be desirable for training programs to be established specifically for local vocational directors?

1. __________ Yes
2. __________ No

Please feel free to add comments concerning the previous items.

APPENDIX B-5

THE ROLE OF THE AREA VOCATIONAL CENTER ADMINISTRATOR OF VOCATIONAL EDUCATION IN ALABAMA

The information you supply for this instrument is completely confidential. Your response will be grouped with others without singular identity. All results will be summarized by groups. Please respond to each item in the instrument by checking one response for each of the groups below.

A. In which of the following programs are you teaching?

1. ________ Agribusiness
2. ________ Distributive
3. ________ Health Occupations
4. ________ Home Economics
5. ________ Trade and Industrial
6. ________ Other (Specify) ______________________________

B. How many vocational units are there in your school system?

1. ________ 0-20
2. ________ 21-30
3. ________ 31-69
4. ________ 70 and above

C. Check the appropriate response which best describes your school system.

1. ________ County school system
2. ________ City school system

D. What should be the minimum educational level for the area vocational center administrator?

1. ________ Bachelor's degree
2. ________ Master's degree
3. ________ AA
4. ________ Educational Specialist
5. ________ Doctorate

E. How many years teaching experience would be desirable prior to acceptance of the area vocational center administrator's job?

1. ________ 1-5 years
2. ________ 6-10 years
3. ________ 11-15 years
4. ________ 16-20 years
5. ________ 21 + years

APPENDIX B-5 (continued)

F. Should there be work experience, other than teaching experience, to qualify for the area vocational center administrator's job?

1. __________ Yes
2. __________ No

G. If yes, how many years as a minimum?

1. __________ 1-2 years
2. __________ 3-5 years
3. __________ 6-8 years
4. __________ Over 8 years

H. What kind of certification should the area vocational center administrator have?

1. __________ General secondary certificate
2. __________ Secondary certificate with endorsement in one or more vocational areas
3. __________ Supervisor's certificate
4. __________ Superintendent-Principal certificates
5. __________ Other (Specify) ____
____

I. Would it be desirable for the state to establish special certification for the area vocational center administrator?

1. __________ Yes
2. __________ No

J. Would it be desirable for training programs to be established specifically for area vocational center administrators?

1. __________ Yes
2. __________ No

Please feel free to add any comments concerning the previous items.

APPENDIX C

Samples of Second Part of Questionnaire Listing Functions of Local Vocational Administrators

C-1 Form RCU-4-6-75 (Completed by AVC administrators and AVC teachers)
C-2 Form RCU-4-6b-75 (Completed by local directors, dual role administrators, superintendents, principals, and high school teachers)
C-3 Form RCU-4-7-75 (Completed by teacher educators and state staff)

APPENDIX C-1

THE ACTUAL AND IDEAL ROLE OF THE AREA VOCATIONAL CENTER ADMINISTRATOR

INSTRUCTIONS FOR COMPLETING THIS PART OF THE INSTRUMENT:

Listed in this part of the instrument are some functions of the area vocational center administrator. Your reactions are desired to each of the functions in two ways:

1. SHOULD -- How much importance should the area vocational center administrator place on each function listed?
2. DOES -- How much importance do you see the area vocational center administrator actually placing on each function listed?

1. On the left side of the page, check the box which, in your opinion, best describes the importance the area vocational center administrator should attach to each function.
2. On the right side of the page, check the box which, in your opinion, best describes the importance the area vocational center administrator actually attaches to each function.

BE SURE TO CHECK BOTH THE "SHOULD" AND "DOES" FOR EACH FUNCTION. If you are not sure of what response to make, check the box which best approximates the degree of importance.

EXAMPLE

THE ROLE OF THE AREA VOCATIONAL CENTER ADMINISTRATOR

SHOULD

Great Importance	Much Importance	Some Importance	Little Importance	No Importance

1. Hold monthly meetings of vocational staff

DOES

Great Importance	Much Importance	Some Importance	Little Importance	No Importance

APPENDIX C-1 (continued)

FUNCTIONS

****

SHOULD						DOES				
Great Importance	Much Importance	Some Importance	Little Importance	No Importance		Great Importance	Much Importance	Some Importance	Little Importance	No Importance
					1. Translate community and manpower needs into meaningful vocational programs					
					2. Prepare a long-range plan for vocational education					
					3. Work with appropriate state agency for approval and financial support of new vocational programs					
					4. Explain goals and scope of vocational education to school administration and others					
					5. Plan and prepare annual vocational budget					
					6. Approve teacher's requisition for supplies and equipment					
					7. Assist in the designing and equipping of new and expanded vocational facilities					
					8. Identify long-range needs for facilities, equipment, and supplies for the vocational program					
					9. Schedule vocational facilities for maximum utilization by teachers					
					10. Evaluate facilities and equipment annually					
					11. Maintain up-to-date inventory of all equipment to include recommendations for repair or replacement					
					12. Assist in the selection of vocational program staff					
					13. Recruit personnel for vocational program staff					

APPENDIX C-1 (continued)

FUNCTIONS

****

SHOULD						DOES				
Great Importance	Much Importance	Some Importance	Little Importance	No Importance		Great Importance	Much Importance	Some Importance	Little Importance	No Importance
					14. Interview personnel for vocational program staff					
					15. Recommend the discharging of vocational staff members when warranted					
					16. Plan and/or conduct in-service training programs for vocational staff					
					17. Work closely with teacher education institutions and state staff in developing effective programs at pre-service and in-service levels					
					18. Insuring vocational teachers attend professional conferences and workshops as needed					
					19. Counsel with vocational teachers concerning their achievements					
					20. Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancements in their skills					
					21. Evaluate teachers' performance					
					22. Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers					
					23. Observe vocational teachers in classroom					
					24. Keep teachers informed of effective teaching methods and current literature in their area					
					25. Guide the development of vocational programs to implement goals and objectives based on local needs.					

FUNCTIONS

****

SHOULD						DOES				
Great Importance	Much Importance	Some Importance	Little Importance	No Importance		Great Importance	Much Importance	Some Importance	Little Importance	No Importance
					26. Define and articulate goals and objectives for programs within the school system					
					27. Schedule vocational courses					
					28. Coordinate transportation of students with principals in schools served by area centers					
					29. Initiate joint coordination of area center and feeder high school scheduling procedures					
					30. Administer discipline to vocational students					
					31. Establish criteria for admission of students into vocational programs					
					32. Arrange with the counselor for administration and interpretation of appropriate vocational tests					
					33. Maintain complete student records and files on vocational courses					
					34. Encourage the development of student organizations so they will be available to all students					
					35. Encourage full participation of vocational students in contests, and leadership activities for student organizations					
					36. Interview students, parents, and citizens about their concerns for the educational program					
					37. Develop techniques to involve community in the formation of plans and policies					
					38. Interpret federal and state vocational legislation to educators and laymen					

FUNCTIONS
****

SHOULD							DOES				
Great Importance	Much Importance	Some Importance	Little Importance	No Importance			Great Importance	Much Importance	Some Importance	Little Importance	No Importance
					39.	Prepare news releases on activities of the vocational programs					
					40.	Hold membership in civic organizations					
					41.	Address community groups					
					42.	Serve on community committees					
					43.	Collect, organize, analyze, and interpret data concerning the performance of students and former students					
					44.	Conduct research projects for improving programs					
					45.	Review and report relevant research reports to faculty					
					46.	Prepare proposals for grants (federal and state)					
					47.	Establish and utilize an advisory committee for the total program					
					48.	Serve as ex-officio member of all occupational advisory committees					
					49.	Utilize an advisory committee in evaluation of programs					
					50.	Develop vocational programs for out-of-school youth and adults					
					51.	Assume responsibility for vocational programs for out-of-school youth and adults					

FUNCTIONS

****

SHOULD						DOES				
Great Importance	Much Importance	Some Importance	Little Importance	No Importance		Great Importance	Much Importance	Some Importance	Little Importance	No Importance
					52. Conduct surveys of vocational opportunities for prospective graduates and early school leavers					
					53. Develop plans to provide summer and part-time job opportunities for students					
					54. Maintain follow-up records on all vocational students (completors and early leavers)					
					55. Coordinate and involve work experiences into vocational programs when possible					
					56. Participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, bus duty, chaperoning					
					57. Attend School Board meetings					
					58. Belong to professional educational associations					

RCU-4-6b-75

APPENDIX C-2*

THE ACTUAL AND IDEAL ROLE OF THE LOCAL DIRECTOR OF VOCATIONAL EDUCATION

INSTRUCTIONS FOR COMPLETING THIS PART OF THE INSTRUMENT:

Listed in this part of the instrument are some functions of the local director of Vocational Education. Your reactions are desired to each of the functions in two ways:

1. SHOULD -- How much importance should the local director place on each function listed?
2. DOES -- How much importance do you see the local director actually placing on each function listed?

1. On the left side of the page, check the box which, in your opinion, best describes the importance the local director should attach to each function.
2. On the right side of the page, check the box which, in your opinion, best describes the importance the local director actually attaches to each function.

BE SURE TO CHECK BOTH THE "SHOULD" AND "DOES" FOR EACH FUNCTION. If you are not sure of what response to make, check the box which best approximates the degree of importance.

EXAMPLE

THE ROLE OF THE
LOCAL DIRECTOR OF VOCATIONAL EDUCATION

SHOULD						DOES				
Great Importance	Much Importance	Some Importance	Little Importance	No Importance		Great Importance	Much Importance	Some Importance	Little Importance	No Importance
					1. Hold monthly meetings of vocational staff					

---

* Form RCU-4-6b-75 included a listing of the same 58 functions in exactly the same order as illustrated in Appendix C-1. For brevity, the listing of functions has been omitted from this example.

RCU-4-7-75

APPENDIX C-3*

THE ROLE OF THE LOCAL DIRECTOR/AREA VOCATIONAL CENTER ADMINISTRATOR

INSTRUCTIONS FOR COMPLETING THIS PART OF THE INSTRUMENT:

Listed in this part of the instrument are some functions of the local director and/or area vocational center administrator. Your reactions are desired to each of the functions in two ways:

1. On the left side of the page, check the box which, in your opinion, best describes the importance the local director should attach to each function.

2. On the right side of the page, check the box which, in your opinion, best describes the importance the area vocational center administrator should attach to each function.

BE SURE TO CHECK BOTH THE LEFT AND RIGHT COLUMN FOR EACH FUNCTION. If you are not sure of what response to make, check the box which best approximates the degree of importance.

NOTE:

Local Director is defined in this study as the individual in the local school system who manages the overall vocational education program for the system.

Area Vocational Center Administrator in this study is defined as the individual administratively responsible for the vocational programs in the area vocational center.

EXAMPLE

FUNCTIONS

LOCAL DIRECTOR						AREA VOCATIONAL CENTER ADMINISTRATOR				
Great Importance	Much Importance	Some Importance	Little Importance	No Importance		Great Importance	Much Importance	Some Importance	Little Importance	No Importance
					1. Hold monthly meetings of vocational staff					

---

* Form RCU-4-7-75 included a listing of the same 58 functions in exactly the same order as illustrated in Appendix C-1. For brevity, the listing of functions has been omitted from this example.

APPENDIX D

MEAN SCORES BY RESPONDENT GROUPS ON "IDEAL" FUNCTIONS OF LOCAL DIRECTOR

APPENDIX D

MEAN SCORES BY RESPONDENT GROUPS ON "IDEAL" FUNCTIONS OF LOCAL DIRECTOR

Item No.	Local Dir. n=11	Dual Role n=41	H.S. Teach. n=120	Principals n=76	Supt. n=45	Teach. Educ. n=31	State Staff n=51
1	4.500	4.564	4.533	4.464	4.878	4.677	4.568
2	4.400	4.590	4.559	4.500	4.591	4.566	4.568
3	4.700	4.821	4.663	4.507	4.705	4.516	4.629
4	4.600	4.825	4.625	4.471	4.614	4.757	4.725
5	4.600	4.500	4.390	4.265	4.022	4.548	4.540
6	3.800	4.350	3.814	3.985	4.156	3.833	3.780
7	4.800	4.641	4.130	4.194	4.659	4.314	4.420
8	4.600	4.615	4.483	4.409	4.432	4.400	4.434
9	4.400	4.564	4.241	4.364	4.432	4.156	4.196
10	4.000	4.684	4.336	4.288	4.432	4.103	4.352
11	4.300	4.675	4.191	4.369	4.614	3.933	4.180
12	4.900	4.718	4.090	4.269	4.636	4.333	4.384
13	4.900	4.639	4.108	4.175	4.455	4.225	4.280
14	4.600	4.667	4.182	4.157	4.571	4.354	4.365
15	4.700	4.684	3.804	4.130	4.476	4.133	4.196
16	4.600	4.487	4.041	4.203	4.535	4.645	4.192
17	4.500	4.308	4.289	4.127	4.205	4.548	4.039
18	4.200	4.462	4.216	4.147	4.293	4.400	4.520
19	4.500	4.625	4.074	4.077	4.476	4.250	3.980
20	4.400	4.500	4.041	4.294	4.465	4.300	4.360
21	4.500	4.641	3.795	4.116	4.714	4.142	4.020
22	4.300	4.375	3.741	4.144	4.467	4.034	3.962
23	4.200	4.553	3.394	4.058	4.467	3.700	3.924
24	4.000	4.282	4.000	4.176	4.386	3.965	3.711
25	4.300	4.600	4.237	4.375	4.689	4.666	4.227
26	4.500	4.390	3.941	4.068	4.422	4.633	4.148
27	3.900	4.400	3.609	3.712	4.023	3.758	3.387
28	3.222	4.308	3.973	4.171	4.262	3.482	3.823
29	3.667	4.632	4.060	4.263	4.463	4.000	4.058
30	2.300	3.897	2.956	3.774	3.591	2.500	2.442
31	4.100	4.385	3.869	4.027	4.114	3.607	3.689
32	4.200	4.282	3.879	4.225	4.209	3.941	3.758
33	3.200	4.375	3.715	4.128	4.140	3.333	3.517
34	4.400	4.410	3.991	3.946	4.279	4.411	4.033
35	4.400	4.385	4.008	4.211	4.136	4.078	4.000
36	3.800	4.308	3.793	4.000	4.159	4.040	4.300
37	4.100	4.205	3.850	4.000	4.045	4.156	4.333
38	4.500	4.250	4.292	4.100	4.133	4.434	4.379
39	4.000	4.410	4.017	4.014	4.268	4.320	4.064
40	4.091	4.026	3.775	3.594	4.047	4.196	4.096

APPENDIX D (continued)

Item No.	Local Dir. n=11	Dual Role n=41	H.S. Teach. n=120	Prin-cipals n=76	Supt. n=45	Teach. Educ. n=31	State Staff n=51
41	4.100	4.231	3.818	3.867	4.256	4.372	4.218
42	4.100	4.051	3.686	3.753	4.268	4.260	4.225
43	3.909	4.366	3.580	3.957	4.286	3.901	4.000
44	3.909	3.675	3.672	3.885	4.122	3.862	3.967
45	4.000	3.805	3.620	3.944	4.000	3.692	3.966
46	4.273	4.200	4.181	4.097	4.146	4.365	4.233
47	4.000	4.128	3.878	3.808	4.250	4.403	4.566
48	3.545	3.975	3.721	3.630	4.075	4.196	3.706
49	3.636	3.800	3.762	3.797	3.952	3.921	4.433
50	4.273	4.447	4.034	3.928	4.238	4.400	4.413
51	4.455	4.324	3.860	3.774	4.195	4.250	4.033
52	4.200	4.179	3.931	4.111	4.262	4.294	4.100
53	3.900	4.103	3.850	3.871	3.927	4.000	3.967
54	4.100	4.487	3.886	4.112	4.049	4.020	4.031
55	3.800	4.237	3.956	4.117	4.220	3.901	4.064
56	1.500	2.103	2.026	2.898	2.425	1.884	1.933
57	3.700	3.683	4.069	3.092	3.000	4.254	3.875
58	4.500	4.641	4.461	4.253	4.175	4.769	4.781

APPENDIX E

MEAN SCORES BY RESPONDENT GROUPS ON "ACTUAL" FUNCTIONS OF LOCAL DIRECTOR

APPENDIX E

MEAN SCORES BY RESPONDENT GROUPS ON "ACTUAL" FUNCTIONS OF LOCAL DIRECTOR

Item No.	Local Dir. n=11	Dual Role n=41	H.S. Teach. n=120	Principals n=76	Supt. n=45
1	4.100	4.195	3.398	3.661	4.238
2	4.200	4.268	3.672	3.725	4.244
3	4.500	4.439	3.982	3.923	4.214
4	4.500	4.634	3.400	3.492	4.140
5	4.000	4.000	3.754	3.619	3.488
6	3.500	4.200	3.423	3.688	4.000
7	4.000	4.366	3.432	3.622	4.356
8	4.100	4.220	3.418	3.644	4.186
9	3.500	4.333	3.200	3.725	4.093
10	3.600	4.385	3.165	3.737	4.186
11	3.700	4.463	3.236	3.736	4.209
12	4.700	4.512	3.495	3.836	4.372
13	4.500	4.400	3.486	3.810	4.357
14	4.545	4.325	3.592	3.698	4.311
15	4.300	4.351	3.127	3.524	4.024
16	4.100	4.146	3.333	3.483	4.068
17	3.800	3.870	3.172	3.508	4.000
18	3.909	4.175	3.607	3.406	4.143
19	3.900	4.195	3.018	3.571	4.000
20	3.600	3.875	3.133	3.584	3.950
21	4.000	4.317	3.110	3.682	4.100
22	3.800	3.415	3.084	3.315	4.024
23	3.800	4.317	2.552	3.563	4.140
24	3.300	3.756	2.870	3.428	3.674
25	4.000	4.050	3.300	3.500	4.048
26	4.000	3.974	3.119	3.366	3.878
27	3.091	4.079	3.047	3.476	3.800
28	2.875	4.025	3.550	3.682	4.108
29	2.778	4.400	3.548	3.704	4.000
30	1.909	3.769	2.913	3.600	3.571
31	3.222	3.825	2.952	3.344	3.810
32	3.300	3.825	3.075	3.573	3.550
33	2.900	4.200	3.084	3.724	3.950
34	4.444	4.098	3.383	3.524	4.098
35	4.200	4.025	3.364	3.610	4.146
36	3.600	3.878	2.877	3.237	3.775
37	3.700	3.902	3.044	3.135	3.500
38	4.125	3.947	3.305	3.272	3.850
39	3.900	4.225	3.109	3.313	3.907
40	3.444	3.667	3.542	3.183	3.659

APPENDIX E (continued)

Item No.	Local Dir. n=11	Dual Role n=41	H.S. Teach. n=120	Principals n=76	Supt. n=45
41	3.667	3.927	3.264	3.482	3.925
42	3.500	3.763	3.386	3.368	3.921
43	3.300	3.949	3.343	3.435	4.222
44	3.500	3.211	2.971	3.166	3.286
45	3.000	3.368	2.761	3.156	3.488
46	3.300	3.868	3.358	3.360	3.643
47	3.400	3.683	3.051	3.274	3.805
48	3.000	3.231	2.909	3.262	3.875
49	3.100	3.231	2.810	3.189	3.650
50	3.778	4.122	3.379	3.403	3.949
51	3.778	3.914	3.262	3.344	3.833
52	3.700	3.795	3.100	3.377	3.684
53	3.000	3.667	2.914	3.213	3.650
54	3.667	4.075	3.367	3.508	3.756
55	3.300	3.881	3.429	3.666	3.600
56	1.222	1.872	1.906	2.631	2.200
57	3.300	3.308	3.484	2.650	2.974
58	4.600	4.659	4.186	3.983	4.220

APPENDIX F

MEAN SCORES BY RESPONDENT GROUPS ON "IDEAL" AND "ACTUAL" FUNCTIONS OF AVC ADMINISTRATOR

APPENDIX F

MEAN SCORES BY RESPONDENT GROUPS ON "IDEAL" AND "ACTUAL" FUNCTIONS OF AVC ADMINISTRATOR

	"IDEAL"				"ACTUAL"	
Item No.	AVC Admin. n=11	AVC Teach. n=104	Teach. Educ. n=31	State Staff n=51	AVC Admin. n=11	AVC Teach. n=104
1	5.000	4.410	4.642	4.500	4.091	3.778
2	3.909	4.411	4.551	4.140	3.091	3.706
3	4.182	4.656	4.500	4.098	3.727	4.121
4	4.727	4.549	4.482	4.647	4.273	3.870
5	4.545	4.628	4.500	4.500	3.455	3.888
6	4.273	4.343	3.884	4.470	4.273	4.093
7	4.727	4.383	4.379	4.490	3.727	3.925
8	4.545	4.383	4.379	4.480	3.818	3.648
9	4.455	4.346	4.214	4.846	3.909	3.732
10	4.455	4.418	4.071	4.755	4.000	3.904
11	4.818	4.510	3.962	4.725	4.545	4.107
12	4.909	4.494	4.571	4.666	4.000	4.021
13	4.091	4.363	4.321	4.352	3.727	3.892
14	4.727	4.560	4.344	4.490	4.091	4.354
15	4.818	4.313	4.392	4.617	4.182	3.876
16	4.545	4.041	4.285	4.360	4.273	3.583
17	3.818	4.181	4.296	4.061	2.828	3.446
18	4.273	4.181	4.321	4.520	4.364	4.051
19	4.182	4.181	4.166	4.660	4.000	3.489
20	4.727	4.340	4.142	4.687	3.455	3.536
21	4.545	4.292	4.142	4.620	4.273	3.778
22	3.909	3.852	3.962	4.490	3.273	3.623
23	4.333	3.830	3.931	4.448	4.273	3.468
24	4.091	3.893	3.821	4.153	3.364	3.053
25	4.455	4.257	4.428	4.431	4.000	3.556
26	4.091	4.104	4.142	4.392	3.727	3.559
27	3.727	4.056	4.214	4.500	3.455	3.697
28	4.182	4.344	4.310	4.490	4.091	4.043
29	4.364	4.423	4.275	4.647	3.727	3.833
30	4.273	4.315	3.629	4.500	4.273	3.873
31	4.636	4.400	4.172	4.411	3.364	3.351
32	4.273	4.222	4.206	4.500	3.545	3.235
33	4.727	4.388	4.000	4.750	4.455	4.021
34	4.455	4.202	4.241	4.745	4.182	3.975
35	4.636	4.270	4.034	4.470	4.364	3.957
36	4.455	4.130	4.172	4.490	3.455	3.368
37	3.909	4.020	4.379	4.235	3.455	3.287
38	3.636	4.215	4.225	4.346	3.545	3.526
39	4.455	4.268	4.166	4.415	4.182	3.731
40	3.909	3.866	4.068	4.211	3.500	3.417

APPENDIX F (continued)

Item No.	"IDEAL" AVC Admin. n=11	AVC Teach. n=104	Teach. Educ. n=31	State Staff n=51	"ACTUAL" AVC Admin. n=11	AVC Teach. n=104
41	3.818	3.971	4.166	4.294	3.300	3.382
42	4.000	3.884	4.818	4.450	3.600	3.352
43	4.100	3.940	4.206	4.269	3.600	3.340
44	3.700	3.910	4.107	3.745	2.700	3.032
45	3.900	3.911	4.285	3.980	3.000	3.159
46	4.100	4.175	4.241	3.980	2.600	3.255
47	4.600	4.154	4.535	4.245	3.500	2.966
48	4.300	3.878	3.851	4.078	3.200	3.058
49	4.100	3.939	4.464	4.056	2.700	2.850
50	4.300	4.094	4.444	4.354	3.600	3.548
51	3.545	3.967	4.344	4.313	3.636	3.340
52	4.273	4.030	4.321	4.307	3.364	3.221
53	4.000	3.979	3.965	4.120	3.500	3.218
54	4.364	4.195	4.241	4.365	3.727	3.824
55	4.545	4.285	4.068	4.300	4.091	3.612
56	2.273	2.714	2.206	1.711	1.909	2.827
57	3.455	4.360	4.241	3.690	2.182	3.906
58	4.636	4.505	4.724	4.568	4.636	4.463

APPENDIX G

RANK ORDER OF "IDEAL" FUNCTIONS OF LOCAL DIRECTOR

APPENDIX G

RANK ORDER OF "IDEAL" FUNCTIONS OF LOCAL DIRECTOR, AS PERCEIVED BY LOCAL DIRECTORS, DUAL ROLE, HIGH SCHOOL TEACHERS, PRINCIPALS, SUPERINTENDENTS, TEACHER EDUCATORS, AND STATE STAFF

Item No.	Function	Local Direc. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Teach. Ed. n=31	S.S. n=51	Avg.of Ranks*	O'all Rank**
4.	Explain goals and scope of vocational education to school administration and others.	8	1	1	2	4	5.5	2	3.50	1
3.	Work with appropriate state agency for approval and financial support of new vocational programs.	4.5	2	1	2	2	11	3	3.64	2
1.	Translate community and manpower needs into meaningful vocational programs.	15	18	4	5	10	3	4.5	8.5	3
2.	Prepare a long-range plan for vocational education.	21	17	3	3	8	7.5	4.5	9.14	4
8.	Identify long-range needs for facilities, equipment, and supplies for the vocational program.	8	14.5	6	7	19	14.5	9	10.24	5
12.	Assist in the selection of vocational program staff.	1.5	3	20	11	7	26	14	11.79	6
7.	Assist in the designing and equipping of new and expanded vocational facilities.	3	10	19	18	4	20	10	12.0	7.5

APPENDIX G (continued)

Item No.	Function	Local Direc. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Teach. Ed. n=31	S.S. n=51	Avg.of Ranks*	O'all Rank**
58.	Belong to professional educational associations.	15	10	5	14	38	1	1	12.0	7.5
25.	Guide the development of vocational programs to implement goals and objectives based on local needs.	25.5	16	14	1	3	4	26	12.79	9
14.	Interview personnel for vocational program staff.	8	8	17	22	9	17	16.5	13.93	10
13.	Recruit personnel for vocational program staff.	1.5	4	15	20	17	26	22	15.07	11
16.	Plan and/or conduct in-service training programs for vocational staff.	8	20	23.5	17	11	5	31	16.5	12
5.	Plan and prepare annual vocational budget.	8	21.5	7	12	52	9.5	6	16.57	13
10.	Evaluate facilities and equipment annually.	25.5	5.5	8	10	19	32	19	17.0	14
20.	Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancements in their skills.	21	21.5	23.5	6	15	21.5	18	18.07	15
18.	Insuring vocational teachers attend professional conferences and workshops as needed.	31.5	24	9	23	24	14.5	7	19.0	16

APPENDIX G (continued)

Item No.	Function	Local Direc. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Teach. Ed. n=31	S.S. n=51	Avg.of Ranks*	O'all Rank**
9.	Schedule vocational facilities for maximum utilization by teachers.	21	14.5	13	9	19	29	28.5	19.14	17
11.	Maintain up-to-date inventory of all equipment to include recommendations for repair or replacement.	25.5	7	16	8	5.5	46	32	20.0	18
15.	Recommend the discharging of vocational staff members when warranted.	4.5	5.5	44	25	12.5	31	28.5	21.57	19
19.	Counsel with vocational teachers concerning their achievements.	15	13	12	34	12.5	23	42	21.64	20
21.	Evaluate teachers' performance.	15	10	32	29	1	30	39.5	22.36	21
38.	Interpret federal and state vocational legislation to educators and laymen.	15	42	10	32	44	16	8	23.86	22
26.	Define and articulate goals and objectives for programs within the school system.	15	29	33	35	21	6	34	24.71	23
17.	Work closely with teacher education institutions and state staff in developing effective programs at pre-service and in-service levels.	15	38	11	27	36	9.5	38	24.93	24
50.	Develop vocational programs for out-of-school youth and adults.	28.5	25	25	45	33	13	13	26.07	25

APPENDIX G (continued)

Item No.	Function	Local Direc. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Teach. Ed. n=31	S.S. n=51	Avg.of Ranks*	O'all Rank**
34.	Encourage the development of student organizations so they will be available to all students.	21	26.5	29	43	26	38.5	11	27.86	26
39.	Prepare news releases on activities of the vocational programs.	41.5	26.5	26	38	27.5	18	20	28.21	27
29.	Initiate joint coordination of area center and feeder high school scheduling procedures.	52	12	22	13	16	48	36	28.43	28
46.	Prepare proposals for grants (federal and state).	28.5	46	18	33	41	24	16.5	29.57	29
35.	Encourage full participation of vocational students in contests, and leadership activities for student organizations.	21	30.5	27	16	43	41.5	35	30.57	30
47.	Establish and utilize an advisory committee for the total program.	41.5	48	37	49	32	7.5	12	32.43	31
52.	Conduct surveys of vocational opportunities for prospective graduates and early school leavers.	31.5	47	34	31	29.5	33.5	21	32.5	32
22.	Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers.	25.5	32.5	49	24	22	37	43	33.29	33

APPENDIX G (continued)

Item No.	Function	Local Direc. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Teach. Ed. n=31	S.S. n=51	Avg.of Ranks*	O'all Rank**
51.	Assume responsibility for vocational programs for out-of-school youth and adults.	11	36	39	51.5	37	38.5	25	34	34
41.	Address community groups.	36	44	42	48	31	28	15	34.86	35
24.	Keep teachers informed of effective teaching methods and current literature in their area.	41.5	40.5	28	19	23	45	52	35.57	36.5
37.	Develop techniques to involve community in the formation of plans and policies.	36	45	40.5	39.5	50	19	33	35.57	36.5
54.	Maintain follow-up records on all vocational students (completors and early leavers).	36	23	35	30	48	40	39.5	35.93	38
32.	Arrange with the counselor for administration and interpretation of appropriate vocational tests.	31.5	40.5	36	15	35	51.5	44	36.21	39
23.	Observe teachers in classroom.	31.5	19	56	36	14	53	45	36.36	40
42.	Serve on community committees.	36	50	51	53	27.5	26	23	38.07	41
55.	Coordinate and involve work experiences into vocational programs when possible.	49	43	31	28	34	36	47.5	38.36	42

APPENDIX G (continued)

Item No.	Function	Local Direc. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Teach. Ed. n=31	S.S. n=51	Avg.of Ranks*	O'all Rank**
36.	Interview students, parents, and citizens about their concerns for the educational program.	49	38	45	39.5	39	21.5	37	38.43	43
28.	Coordinate transportation of students with principals in schools served by area centers.	55	38	30	21	29.5	56	50	39.93	44
43.	Collect, organize, analyze, and interpret data concerning the performance of students and former students.	45.5	34	55	42	25	41.5	47.5	41.5	45
31.	Establish criteria for admission of students into vocational programs.	36	30.5	38	37	46	54	54	42.21	46
40.	Hold membership in civic organizations.	39	51	46	56	49	35	28.5	43.5	47
6.	Approve teacher's requisitions for supplies and equipment.	49	35	43	41	40	49	51	44.0	48
57.	Attend school board meetings.	51	56	21	57	57	47	24	44.71	49
49.	Utilize an advisory committee in evaluation of programs.	53	55	47	50	54	12	46	45.29	50
33.	Maintain complete student records and files on vocational courses.	56	32.5	50	26	42	55	56	45.36	51
53.	Develop plans to provide summer and part-time job opportunities for students.	47	49	40.5	47	55	43	41	46.07	52

APPENDIX G (continued)

Item No.	Function	Local Direc. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Teach. Ed. n=31	S.S. n=51	Avg.of Ranks*	O'all Rank**
44.	Conduct research projects for improving programs.	45.5	57	52	46	45	33.5	49	46.86	53
27.	Schedule vocational courses.	44	28	54	54	51	51.5	55	48.21	54
45.	Review and report relevant research reports to faculty.	41.5	54	53	44	53	44	53	48.93	55
48.	Serve as ex-officio member of all occupational advisory committees.	54	52	48	55	47	50	28.5	49.21	56
30.	Administer discipline to vocational students.	57	53	57	51.5	56	57	57	55.5	57
56.	Participate in non-administrative duties, such as, cafeteria duty, home-room duty, hall duty, bus duty, chaperoning.	58	58	58	58	58	58	58	58	58

* Avg. of Ranks (Average of Ranks) - computed as the arithmetical mean of the rank positions listed for each function by the seven respondent groups.

** O'all Rank (Overall Rank) - determined by rank-ordering the values of the "average of ranks" for all 58 functions.

APPENDIX H

RANK ORDER OF "IDEAL" FUNCTIONS OF AREA VOCATIONAL CENTER ADMINISTRATOR

APPENDIX H

RANK ORDER OF "IDEAL" FUNCTIONS OF AREA VOCATIONAL CENTER ADMINISTRATOR, AS PERCEIVED BY AVC ADMINISTRATORS, AVC TEACHERS, TEACHER EDUCATORS, AND STATE STAFF

Item No.	Function	AVC Adm. n=11	AVC Teach. n=104	Teach. Ed. n=31	S.S. n=51	Avg.of Ranks*	O'all Rank**
12.	Assist in the selection of vocational program staff.	2	7	4	7	5.00	1
4.	Explain goals and scope of vocational education to school administration and others.	7.5	4	9	9.5	7.50	2
1.	Translate community and manpower needs into meaningful vocational programs.	1	11	2	17	7.75	3
58.	Belong to professional educational associations.	12	6	1	13	8.00	4
5.	Plan and prepare annual vocational budget.	17	2	7.5	17	10.88	5
14.	Interview personnel for vocational program staff.	7.5	3	17.5	21	12.25	6
15.	Recommend the discharging of vocational staff members when warranted.	3.5	23	13	12	12.88	7
7.	Assist in the designing and equipping of new and expanded vocational facilities.	7.5	14.5	15	23	15.13	8
11.	Maintain up-to-date inventory of all equipment to include recommendations for repair or replacement.	3.5	5	51.5	5	16.25	9
29.	Initiate joint coordination of area center and feeder high school scheduling procedures.	26.5	8	26	9.5	17.50	10

APPENDIX H (continued)

Item No.	Function	AVC Adm. n=11	AVC Teach. n=104	Teach. Ed. n=31	S.S. n=51	Avg. of Ranks*	O'all Rank**
8.	Identify long-range needs for facilities, equipment, and supplies for the vocational program.	17	14.5	15	26	18.13	11.5
33.	Maintain complete student records and files on vocational courses.	7.5	13	49	3	18.13	11.5
9.	Schedule vocational facilities for maximum utilization by teachers.	22.5	18	33	1	18.63	13
20.	Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancements in their skills.	7.5	21	43	6	19.38	14
10.	Evaluate facilities and equipment annually.	22.5	9	46	2	19.88	15
34.	Encourage the development of student organizations so they will be available to all students.	22.5	31	28.5	4	21.50	16
31.	Establish criteria for admission of students into vocational programs.	12	12	[illegible].5	30.5	23.00	17
25.	Guide the development of vocational programs to implement goals and objectives based on local needs.	22.5	28	12	30.5	23.25	18
3.	Work with appropriate state agency for approval and financial support of new vocational programs.	36.5	1	7.5	50	23.75	19.5
21.	Evaluate teacher's performance.	17	24	43	11	23.75	19.5
13.	Recruit personnel for vocational program staff.	43	16	20	37	24.50	21

APPENDIX H (continued)

Item No.	Function	AVC Adm. n=11	AVC Teach. n=104	Teach. Ed. n=31	S.S. n=51	Avg. of Ranks*	O'all Rank**
18.	Insuring vocational teachers attend professional conferences and workshops as needed.	32	34	20	14	25.00	22
28.	Coordinate transportation of students with principals in schools served by area centers.	36.5	19	22	23.5	25.25	23.5
47.	Establish and utilize an advisory committee for the total program.	14	37	6	44	25.25	23.5
2.	Prepare a long-range plan for vocational education.	48.5	10	5	48	27.88	25
32.	Arrange with the counselor for administration and interpretation of appropriate vocational tests.	32	29	35.5	17	28.38	26.5
35.	Encourage full participation of vocational students in contests, and leadership activities for student organizations.	12	26	48	27.5	28.38	26.5
6.	Approve teacher's requisitions for supplies and equipment.	32	20	54	27.5	28.88	28.5
50.	Develop vocational programs for out-of-school youth and adults.	28.5	40	11	36	28.88	28.5
55.	Coordinate and involve work experiences into vocational programs when possible.	17	25	33	41	29.00	30
16.	Plan and/or conduct in-service training programs for vocational staff.	17	42	24.5	35	29.63	31

APPENDIX H (continued)

Item No.	Function	AVC Adm. n=11	AVC Teach. n=104	Teach. Ed. n=31	S.S. n=51	Avg. of Ranks*	O'all Rank**
36.	Interview students, parents, and citizens about their concerns for the educational program.	22.5	38	37.5	21	29.75	32
19.	Counsel with vocational teachers concerning their achievements.	38	34	40	8	30.00	33
54.	Maintain follow-up records on all vocational students (completors and early leavers).	26.5	32	28.5	34	30.25	34
39.	Prepare news releases on activities of the vocational programs.	22.5	27	40	32	30.38	35
41.	Address community groups.	35	46	40	42	30.75	36
30.	Administer discipline to vocational students.	32	22	57	17	32.00	37
42.	Serve on community committees.	45.5	53	3	29	32.63	38
52.	Conduct surveys of vocational opportunities for prospective graduates and early school leavers.	32	43	20	40	33.75	39
23.	Observe vocational teachers in classroom.	7.5	57	53	25	35.63	40
27.	Schedule vocational courses.	53	41	33	17	36.00	41
49.	Utilize an advisory committee in evaluation of programs.	40	49	10	53	38.00	42
37.	Develop techniques to involve community in the formation of plans and policies.	48.5	44	15	45	38.13	43

APPENDIX H (continued)

Item No.	Function	AVC Adm. n=11	AVC Teach. n=104	Teach. Ed. n=31	S.S. n=51	Avg. of Ranks*	O'all Rank**
38.	Interpret federal and state vocational legislation to educators and laymen.	55	30	31	38	38.50	44
26.	Define and articulate goals and objectives for programs within the school system.	43	39	43	33	39.50	45
46.	Prepare proposals for grants (federal and state).	40	36	28.5	54.5	39.75	46
51.	Assume responsibility for vocational programs for out-of-school youth and adults.	56	47	17.5	39	39.68	47.5
57.	Attend School Board meetings.	57	17	28.5	57	39.88	47.5
17.	Work closely with teacher education institutions and state staff in developing effective programs at pre-service and in-service levels.	52	34	23	52	40.25	49
43.	Collect, organize, analyze, and interpret data concerning the performance of students and former students.	40	48	35.5	43	41.63	50
22.	Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers.	48.5	56	51.5	21	44.25	51
45.	Review and report relevant research reports to faculty.	51	50	24.5	54.5	45.00	52
48.	Serve as ex-officio member of all occupational advisory committees.	28.5	54	55	51	47.13	53
53.	Develop plans to provide summer and part-time job opportunities for students.	45.5	45	50	49	47.38	54

APPENDIX H (continued)

Item No.	Function	AVC Adm. n=11	AVC Teach. n=104	Teach. Ed. n=31	S.S. n=51	Avg. of Ranks*	O'all Rank**
40.	Hold membership in civic organizations.	48.5	55	47	46	49.13	55
24.	Keep teachers informed of effective teaching methods and current literature in their area.	43	52	56	47	49.50	56
44.	Conduct research projects for improving programs.	54	51	45	56	51.50	57
56.	Participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, bus duty, chaperoning.	58	58	58	58	58.00	58

* Avg. of Ranks (Average of Ranks) - computed as the arithmetical mean of the rank position listed for each function by the four respondent groups.

** O'all Rank (Overall Rank) - determined by rank-ordering the values of the "average of ranks" for all 58 functions.

APPENDIX I

RANK ORDER OF "ACTUAL" FUNCTIONS OF LOCAL DIRECTOR

APPENDIX I

RANK ORDER OF "ACTUAL" FUNCTIONS OF LOCAL DIRECTOR, AS PERCEIVED BY LOCAL DIRECTORS, DUAL ROLE, HIGH SCHOOL TEACHERS, PRINCIPALS, AND SUPERINTENDENTS

Item No.	Function	Lcl. Dir. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Avg. of Ranks*	O'all Rank**
58.	Belong to professional educational associations.	2	1	1	1	8	2.60	1
12.	Assist in the selection of vocational program staff.	1	3	10	3	1	3.60	2
3.	Work with appropriate state agency for approval and financial support of new vocational programs.	5	5	2	2	9	4.60	3
13.	Recruit personnel for vocational program staff.	5	6.5	11	4	2	5.70	4
14.	Interview personnel for vocational program staff.	3	12	6	11	4	7.20	5
2.	Prepare a long-range plan for vocational education.	9.5	15	4	7.5	5	8.20	6
7.	Assist in the designing and equipping of new and expanded vocational facilities.	17	9	13	18	3	12.00	7
4.	Explain goals and scope of vocational education to school administration and others.	5	2	17	31	15.5	14.10	8
1.	Translate community and manpower needs into meaningful vocational programs.	13	20.5	18	16	6	14.70	9
8.	Identify long-range needs for facilities, equipment, and supplies for the vocational program.	13	18.5	16	17	11.5	15.20	10
11.	Maintain up-to-date inventory of all equipment to include recommendations for repair or replacement.	29	4	31	6	10	16.00	11

APPENDIX I

Item No.	Function	Lcl. Dir. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Avg. of Ranks*	O'all Rank**
10.	Evaluate facilites and equipment annually.	34	8	34	5	11.5	18.50	12
35.	Encourage full participation of vocational students in contests, and leadership activities for student organizations.	9.5	29.5	23	20	13	19.00	13
18.	Insuring vocational teachers attend professional conferences and workshops as needed.	20	22	5	37	14	19.60	14.5
34.	Encourage the development of student organizations so they will be available to all students.	7	25	20	27	19	19.60	14.5
21.	Evaluate teachers' performance.	17	13.5	38	13.5	18	20.00	16
15.	Recommend the discharging of vocational staff when warranted.	8	10	36	27	23.5	20.90	17
29.	Initiate joint coordination of area center and feeder high school scheduling procedures.	56	6.5	8	10	26.5	21.40	18
9.	Schedule vocational facilities for maximum utilization by teachers.	37.5	11	32	7.5	20	21.60	19
6.	Approve teacher's requisition for supplies and equipment.	37.5	18.5	15	12	26.5	21.90	20
16.	Plan and/or conduct in-service training programs for vocational staff.	13	23	26	32	21	23.00	21
28.	Coordinate transportation of students with principals in schools served by area centers.	55	29.5	7	13.5	17	24.40	22

APPENDIX I (continued)

Item No.	Function	Lcl. Dir. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Avg. of Ranks*	O'all Rank**
5.	Plan and prepare annual vocational budget.	17	31	3	19	54.5	24.90	23
25.	Guide the development of vocational programs to implement goals and objectives based on local needs.	17	28	28	30	22	25.00	24
23.	Observe vocational teachers in classroom.	24	13.5	57	25	15.5	27.00	25
19.	Counsel with vocational teachers concerning their achievements.	21.5	20.5	47	24	26.5	27.90	26
50.	Develop vocational programs for out-of-school youth and adults.	26.5	24	21	38	31	28.10	27
43.	Collect, organize, analyze, and interpret data concerning the performance of students and former students.	44.5	33	25	35	7	28.90	28
54.	Maintain follow-up records on all vocational students (completors and early leavers).	31.5	27	22	28.5	43	30.40	29
33.	Maintain complete student records and files on vocational courses.	54	18.5	41.5	9	29.5	30.50	30
17.	Work closely with teacher education institutions and state staff in developing effective programs at pre-service and in-service levels.	24	41	33	28.5	26.5	30.60	31
39.	Prepare news releases on activities of the vocational programs.	21.5	16	39	46	34	31.30	32

APPENDIX I (continued)

Item No.	Function	Lcl. Dir. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Avg. of Ranks*	O'all Rank**
38.	Interpret federal and state vocational legislation to educators and laymen.	11	34	27	48	37	31.40	33
20.	Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancements in their skills.	34	40	35	22	29.5	32.10	34.5
41.	Address community groups.	31.5	35	29	33	32	32.10	34.5
55.	Coordinate and involve work experiences into vocational programs when possible.	44.5	38	14	15	50	32.30	36
26.	Define and articulate goals and objectives for programs within the school system.	17	32	37	41	35	32.40	37
51.	Assume responsibility for vocational programs for out-of-school youth and adults.	26.5	36	30	43.5	38	34.80	38
42.	Serve on community committees.	37.5	47	19	40	33	35.30	39
22.	Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers.	24	52	41.5	45	23.5	37.20	40
27.	Schedule vocational courses.	50	26	45	34	41	39.20	41
52.	Conduct surveys of vocational opportunities for prospective graduates and early school leavers.	39	45	40	39	44	39.40	42
40.	Hold membership in civic organizations.	40	50.5	9	53	46	39.70	43

APPENDIX I (continued)

Item No.	Function	Lcl. Dir. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Avg. of Ranks*	O'all Rank**
46.	Prepare proposals for grants (federal and state).	44.5	42	24	42	49	40.30	44
32.	Arrange with the counselor for administration and interpretation of appropriate vocational tests.	44.5	43.5	43	23	52	41.20	45
36.	Interview students, parents, and citizens about their concerns for the educational program.	34	39	53	50	42	43.60	46
37.	Develop techniques to involve community in the formation of plans and policies.	29	37	46	56	53	44.20	47.5
47.	Establish and utilize an advisory committee for the total program.	41	49	44	47	40	44.20	47.5
31.	Establish criteria for admission of students into vocational programs.	48	43.5	49	43.5	39	44.60	49
57.	Attend School Board meetings.	44.5	54	12	57	57	44.90	50
30.	Administer discipline to vocational students.	57	46	51	21	51	45.20	51
24.	Keep teachers informed of effective teaching methods and current literature in their area.	44.5	48	54	36	45	45.50	52
48.	Serve as ex-officio member of all occupational advisory committees.	52	55.5	52	49	36	48.90	53
53.	Develop plans to provide summer and part-time job opportunities for students.	52	50.5	50	51	47.5	50.20	54

APPENDIX I (continued)

Item No.	Function	Lcl. Dir. n=11	Dual Role n=41	H.S. Teach. n=120	Prin. n=76	Supt. n=45	Avg. of Ranks*	O'all Rank**
44.	Conduct research projects for improving programs.	37.5	57	48	54	56	50.50	55
49.	Utilize an advisory committee in evaluation of programs.	49	55.5	55	52	47.5	51.80	56
45.	Review and report relevant research reports to faculty.	52	53	56	55	54.5	54.10	57
56.	Participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, bus duty, chaperoning.	58	58	58	58	58	58.00	58

* Avg. of Ranks (Average of Ranks) - computed as the arithmetical mean of the rank position listed for each function by the five respondent groups.

** O'all Rank (Overall Rank) - determined by rank-ordering the values of the "average of ranks" for all 58 functions.

APPENDIX J

RANK ORDER OF "ACTUAL" FUNCTIONS OF AREA VOCATIONAL CENTER ADMINISTRATOR

APPENDIX J

RANK ORDER OF "ACTUAL" FUNCTIONS OF AREA VOCATIONAL CENTER ADMINISTRATOR, AS PERCEIVED BY AVC ADMINISTRATORS AND AVC TEACHERS

Item No.	Function	AVC Adm. n=11	AVC Teach. n=104	Avg.of Ranks*	O'all Rank**
58.	Belong to professional educational associations.	1	1	1	1
11.	Maintain up-to-date inventory of all equipment to include recommendations for repair or replacement.	2	4	3	2
18.	Insuring vocational teachers attend professional conferences and workshops as needed.	4.5	6	5.25	3
33.	Maintain complete student records and files on vocational courses.	3	8.5	5.75	4
6.	Approve teacher's requisition for supplies and equipment.	8.5	5	6.75	5
35.	Encourage full participation of vocational students in contests, and leadership activities for student organizations.	4.5	11	7.75	6
14.	Interview personnel for vocational program staff.	16.5	2	9.25	7
34.	Encourage the development of student organizations so they will be available to all students.	13	10	11.5	8
28.	Coordinate transportation of students with principals in schools served by area centers.	16.5	7	11.75	9
30.	Administer discipline to vocational students.	8.5	18	13.25	10
4.	Explain goals and scope of vocational education to school administration and others.	8.5	19	13.75	11

APPENDIX J (continued)

Item No.	Function	AVC Adm. n=11	AVC Teach. n=104	Avg.of Ranks*	O'all Rank**
12.	Assist in the selection of vocational program staff.	20.5	8.5	14.5	12
15.	Recommend the discharging of vocational staff members when warranted.	13	17	15	13
3.	Work with appropriate state agency for approval and financial support of new vocational programs.	27.5	3	15.25	14
21.	Evaluate teachers' performance.	8.5	22.5	15.5	15
10.	Evaluate facilities and equipment annually.	20.5	14	17.25	16
39.	Prepare news releases on activities of the vocational programs.	13	25	19.00	17
1.	Translate community and manpower needs into meaningful vocational programs.	16.5	22.5	19.5	18
7.	Assist in the designing and equipping of new and expanded vocational facilities.	27.5	12	19.75	19.5
16.	Plan and/or conduct in-service training programs for vocational staff.	8.5	31	19.75	19.5
13.	Recruit personnel for vocational program staff.	27.5	15	21.25	21
23.	Observe vocational teachers in classroom.	8.5	38	23.25	22.5
55.	Coordinate and involve work experiences into vocational programs when possible.	16.5	30	23.25	22.5
9.	Schedule vocational facilities for maximum utilization by teachers.	23	24	23.5	24

APPENDIX J (continued)

Item No.	Function	AVC Adm. n=11	AVC Teach. n=104	Avg.of Ranks*	O'all Rank**
29.	Initiate joint coordination of area center and feeder high school scheduling procedures.	27.5	20	23.75	25
54.	Maintain follow-up records on all vocational students (completors and early leavers).	27.5	21	24.25	26
8.	Identify long-range needs for facilities, equipment, and supplies for the vocational program.	24	28	26	27
25.	Guide the development of vocational programs to implement goals and objectives based on local needs.	20.5	33	26.75	28
19.	Counsel with vocational teachers concerning their achievements.	20.5	37	28.75	29
5.	Plan and prepare annual vocational budget.	42	16	29	30
26.	Define and articulate goals and objectives for programs within the school system.	27.5	32	29.75	31
50.	Develop vocational programs for out-of-school youth and adults.	33	34	33.5	32
27.	Schedule vocational courses.	42	27	34.5	33
57.	Attend School Board meetings.	57	13	35	34
38.	Interpret federal and state vocational legislation to educators and laymen.	35.5	36	35.75	35
42.	Serve on community committees.	33	43	38	36

APPENDIX J (continued)

Item No.	Function	AVC Adm. n=11	AVC Teach. n=104	Avg.of Ranks*	O'all Rank**
51.	Assume responsibility for vocational programs for out-of-school youth and adults.	31	45.5	38.25	37
2.	Prepare a long-range plan for vocational education.	51	26	38.5	38.5
20.	Require vocational teachers to acquire new occupational skills needed to keep pace with technological advancements in their skills.	42	35	38.5	38.5
22.	Evaluate courses of study, course outlines and other instructional materials developed by vocational teachers.	49	29	39	40.5
40.	Hold membership in civic organizations.	38	40	39	40.5
43.	Collect, organize, analyze, and interpret data concerning the performance of students and former students.	33	45.5	39.25	42
36.	Interview students, parents, and citizens about their concerns for the educational program.	42	42	42	43
32.	Arrange with the counselor for administration and interpretation of appropriate vocational tests.	35.5	49	42.25	44
37.	Develop techniques to involve community in the formation of plans and policies.	42	47	44.5	46
41.	Address community groups.	48	41	44.5	46
53.	Develop plans to provide summer and part-time job opportunities for students.	38	51	44.5	46

APPENDIX J (continued)

Item No.	Function	AVC Adm. n=11	AVC Teach. n=104	Avg.of Ranks*	O'all Rank**
31.	Establish criteria for admission of students into vocational programs.	46	44	45	48
17.	Work closely with teacher education institutions and state staff in developing effective programs at pre-service and in-service levels.	53	39	46	49
47.	Establish and utilize an advisory committee for the total program.	38	56	47	50
52.	Conduct surveys of vocational opportunities for prospective graduates and early school leavers.	46	50	48	51
24.	Keep teachers informed of effective teaching methods and current literature in their area.	46	54	50	52
48.	Serve as ex-officio member of all occupational advisory committees.	50	53	51.5	53
45.	Review and report relevant research reports to faculty.	52	52	52	54.5
46.	Prepare proposals for grants (federal and state).	56	48	52	54.5
44.	Conduct research projects for improving programs.	54.5	55	54.75	56
49.	Utilize an advisory committee in evaluation of programs.	54.5	57	55.75	57
56.	Participate in non-administrative duties, such as, cafeteria duty, homeroom duty, hall duty, bus duty, chaperoning.	58	58	58.00	58

* Avg. of Ranks (Average of Ranks) - computed as the arithmetical mean of the rank positions listed for each function by the two respondent groups.

** O'all Rank (Overall Rank) - determined by rank-ordering the values of the "average of ranks" for all 58 functions.

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